International Programme on the Elimination of Child Labour (IPEC)

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IPEC   Evaluation

Combating Hazardous Child Labour in Tobacco Farming in Urambo District, Phase II – UTSP, Tanzania

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An independent mid-term evaluation by a team of external consultants

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This document has not been professionally edited.

NOTE ON THE EVALUATION PROCESS AND REPORT

This independent evaluation was managed by ILO-IPEC's Design, Evaluation and Documentation Section (DED) following a consultative and participatory approach. DED has ensured that all major stakeholders were consulted and informed throughout the evaluation and that the evaluation was carried out to highest degree of credibility and independence and in line with established evaluation standards.

The evaluation was carried out by a team of external consultants[1]. The field mission took place in January 2009 The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

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ACRONYMS

A2N	Africa 2000 Network
AP	Action Programme
ATTT	Association of Tanzania Tobacco Traders
CCLC	Community Child Labour Committees
CFC	Care for the Child
CL	Child Labour
CLM	Child Labour Monitoring
COMAGRI	Commercial Agriculture
DBMR	Direct Beneficiary Monitoring and Reporting
DC	District Council
DCLC	District Child Labour Coordinator
DCLSC	District Child Labour Sub-committee
DED	Design, Evaluation and Documentation
DW	Department of Works
DWCP	Decent Work Country Programmes
ECLT	Elimination of Child Labour in Tobacco-Growing
FDC	Folk Development College
FGD	Focus Group Discussion
Hope	Hope Farming Group
IA	Implementing Agency
IGA	Income Generating Activities
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KPI	Key Performance Indicators
LFA	Logical Framework Analysis
M&E	Monitoring and Evaluation
MTE	Mid-term Evaluation
NGO	Non Governmental Organization
NISCC	National Intersectoral Coordination Committee
NSGRP	National Strategy for Growth and Reduction of Poverty
OVC	Orphans and Vulnerable Children
PAC	Project Advisory Committee
PCC	Project Coordination Committee
PRSP	Poverty Reduction Strategy Paper
TASAF	Tanzania Social Action Fund
TBP	Time Bound Programme
TDFT	Tabora Development Foundation Trust
TEACH	Tanzania Education Alternatives for Children
ToR	Terms of Reference
TPAWU	Tanzania Plantation and Agricultural Workers Union
TPR	Technical Progress Report
UDC	Urambo District Council
USDOL	United States Department of Labor
UTSP	Urambo Tobacco Sector Project
VC	Village Committee
WFCL	Worst Forms of Child Labour

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EXECUTIVE SUMMARY

Introduction

1. The implementation of Urambo Tobacco Sector Project (UTSP) Phase II started in January/February 2007, for a total period of four years. Funded by Elimination of Child Labour in Tobacco Growing (ECLT), the total budget for the four year period is US $ 1,439,671 (including US $ 116,999 that have been transferred from Phase I). The second Phase focuses on utilization and building on partner skills for addressing the root cause of child labour (CL) in Urambo. It was preceded by Phase I.

2. Literature review for the mid-term evaluation (MTE) began on 15th January 2009 for three days. It was followed by field work in Tanzania from the 20th January 2009, which culminated in a stakeholders workshop on the 29th of January 2009. Out of the nine wards in which UTSP Phase II is operating, six were randomly selected for data collection, and 18 out of a total of 36 targeted project villages were randomly selected for data collection.

Key Findings

3. CL was correctly identified as a core problem in the Urambo district. It continues to persist, caused by high levels of poverty and HIV/AIDS prevalence. The project has made good strides towards undertaking an effective sensitization campaign on hazardous CL as evidenced by the articulation of the seriousness of the problem by all levels of stakeholders at both district and community levels.

4. The project is supporting the implementation of 14 action programmes (APs) with a total budget of US $ 662,050 (excluding facilitation costs by the project office in Urambo) for a period of four years. Six local NGOs have been engaged for implementation as Agencies (IAs). However, the IAs have capacity challenges evidenced by slow responsiveness to the project reporting demands. Capacity building efforts undertaken by the project team have gone a long way in improving IAs performance. More training is needed.

5. The project has successfully established a number of fora at both district and community level to promote coordination, collaboration and synergies. However, these fora have not been taken advantage of to fully exploit their benefits. In some cases, there is a duplication of such structures in terms of the functions they ought to be engaged in. For example, the District Child Labour Subcommittee (DCLSC) could greatly benefit in terms of resources if it was merged with the Project Coordination Committee (PCC) and the functions of the two streamlined. It would be more cost-effective, therefore, to streamline the institutions at district level in order to enhance prudent resource management and utilization as well as deal with sustainability issues of appropriate structures beyond the project life.

6. At least two thirds of the recommendations made following the final evaluation of phase I have been incorporated into Phase II. This includes the recommendation that Phase II was to start by first, focusing on the completion of APs carried over from Phase I.

7. The overall performance at mid-term of the project towards the achievement of its targets was low. The achievement of the target relating to withdrawal and prevention of 1,500 boys and girls from hazardous CL was at 4% while none had been trained in vocational skills, out of the targeted 200 boys and girls. On support given towards Income Generating Activities (IGAs) for caregivers (parents and guardians), though 104% of the target population had received sunflower seed for the first time during the data collection period of the MTE, the benefits (in terms of improvement in household income) had not yet started accruing as the initiative had just been initiated. The ultimate aim of the IGA initiative was to increase the families' household income in order to

enable them to send children to school which would then impact positively on reducing CL. However, this is not yet visible at the MTE stage. There is dire need to broaden the IGA base. The starting point could be an assessment of the viability of the IGAs undertaken during Phase I. The most viable IGAs could then be included in the IGA portfolio for Phase II.

8. Not withstanding the afore statistics, it is the evaluators considered opinion that the project will meet its set targets in the remaining half of its life. This is on account of the fact that adequate ground work has already been done, including the submission of the necessary documentation to ILO/IPEC Geneva to facilitate disbursement of the next installment.

9. About 29% of the approved budget specifically ear-marked for APs (excluding administrative costs for project management) was expended at the time of the mid-term evaluation. Expenditure by agencies ranged from 20% (those providing relevant education to withdrawn children) to 98% (for Basic Child Labour Monitoring System and capacity building at ward and village level). The expenditure was within the anticipated range, given the amount of ground work that has already been done by mid-term.

10. Efforts towards awareness creation and strengthening of local institutions have advanced well with some considerable fruit being evident. For instance, the tobacco companies have responded well in supporting the oxenization programme as an internal strategy to enhance the efficiency of tobacco transportation. This has resulted in a reduction of losses per unit area, from 40% before oxenization, to 20% after oxenization. In this regard, both farmers and the tobacco companies are showing signs of benefiting, with the farmers benefiting through improved household income and the tobacco companies, through increased revenue arising from improved quality and quantity. However, there is need for an impact assessment to quantify the actual increase in income accruing to both parties, i.e. farmers and the tobacco companies.

11. Though the project has a Monitoring and Evaluation system in place, it has had a number of challenges, particularly relating to failure by lower level stakeholders to utilize the generated information to improve project performance. What was clear is that a number of M&E components (e.g. the Direct beneficiary Monitoring and Reporting (DBMR) and Technical Progress Reports (TPR)) were intended to provide data to ILO/IPEC who designed them. There is need, therefore, to re-orient the M&E system in order to make it more relevant to meeting information needs of all stakeholders, particularly the information needs related to project impact, e.g. impact of IGAs. As a matter of urgency, there is need to refine, expand and recast the entire indicator matrix. The operationalization of the M&E system at sub-district level was not adequate and requires further capacity building and systematic backstopping.

12. Not much progress has been made in improving disbursement procedures following the recommendations the final evaluation of Phase I. For instance, from IPEC HQ approval to advance payment, it took nearly half a year (i.e. five months). The period between the advance payment and the second progress payment was 7.5 months, i.e. almost two thirds of the year.

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PART I: INTRODUCTION

1.   INTRODUCTION

Tanzania is presently the 2nd largest producer of Tobacco in Africa after Malawi. Child labour in Tanzania is wide spread, estimated at 6.5%.[2] The Association of Tanzania Tobacco Traders (ATTT) survey estimates that children contribute 35% of the labour force in tobacco growing. This is expected to rise due to the effect of HIV/AIDS which is increasing the destitution of children through orphanhood. The prevalence rate of HIV/AIDS nationally is estimated at 8%. Nearly 50% of Tanzania's tobacco is produced in the Urambo district. Given this scenario, the child labour prevalence in the district is expected to be higher than the national average. Unless serious measures are put in place, the Child Labour (CL) situation in the district is bound to deteriorate due to high prevalence levels of HIV/AIDS in the district heightened by socio-economic activities linked to financial empowerment that follows tobacco sales.[3] CL is not only linked to tobacco growing, but is widespread also for other tasks including: collecting firewood and water; taking care of siblings, etc while parents/guardians are working in the field.

1.1   Background

Phase II of the Urambo Tobacco Sector Project (UTSP) is to be implemented for a period of four years, stretching from January 2007 to December 2010. It was preceded by Phase I, which began in January 2004 for nearly three years (i.e. up to December 2006). The total donor contribution of Phase II is US $ 557,729 (of which US $ 116,999 has been transferred from Phase I) provided by ECLT. Phase I was designed to reduce incidences of CL in tobacco farming through capacity building of community and partner agencies in the Urambo district.

Phase II of the UTSP was primarily designed to build on Phase I. Among other things, Phase II aims at utilizing and building on partner skills for addressing the root cause of CL in Urambo. Beyond Urambo, the partner skills are to be used to assist the government in realizing the goals of the Time Bound Programme (TBP) and MKUKUTA[4] regarding elimination of CL and eradicating poverty. Phase II is financed by the same donor (ECLT) with a total funding of US $ 1,439,671 (including US $ 116,999 transferred from Phase I). The same 36 villages in Kaliua and Urambo divisions in Urambo district in Tabora region targeted during Phase I have been targeted during the second phase.

The International Labour Organization (ILO) through its specialized CL entity, the International Programme on the Elimination of Child Labour, is the executing agency. ILO/IPEC has vast experience and expertise in CL issues and is currently working with many governments all over the world, providing support towards the eradication of the worst forms of child labour.

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[2] ILO/IPEC (Undated): Project document: Elimination of Hazardous Child Labor in Tobacco Growing Areas – Tanzania – Urambo Tobacco Sector Project (TSP) URT/06/02/ECT.
[3] ILO/IPEC (Undated): Elimination of Hazardous Child Labor in Tobacco Growing Areas – Tanzania – Urambo Tobacco Sector Project (UTSP) URT/06/02/ECT.
[4] This is the Swahili term for the "Tanzania National Strategy for Growth and Reduction of Poverty".

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1.2 Phase II Objectives

1.2.1 Development Objective

The overall objective is to contribute to the prevention and elimination of child labour in Tanzania, particularly hazardous child labour in tobacco growing.

1.2.2 Immediate objectives

These are two-fold:

(i)   By the end of the project, model interventions for the prevention and elimination of CL in tobacco growing are in place in Urambo district, and;

(ii)   By the end of the project, capacity of communities and relevant institutions will have been strengthened to address CL issues in a sustainable manner.

1.3 Target Groups

These are primarily three-fold (see **Appendix 6** for details, including details on objectives and activities):

(i)   At least 1,500 girls and boys up to 15 years involved in or at risk of CL in tobacco sector were to be withdrawn or prevented through education opportunities;

(ii)   At least 200 girls and boys 14-18 years involved in or at risk of hazardous CL in tobacco provided with formal/informal vocational skills training. 400 girls and boys under the age of 16 that are withdrawn through the Commercial Agriculture (COMAGRI) support, benefit from supplementary social protection interventions such as health care and post-skill training grants, and;

(iii)   At least 250-300 parents/guardians whose children were targeted for prevention from CL, were to be supported with Income Generating Activities (IGAs), credit and savings scheme and capacity building. The focus was particularly to be on the most vulnerable of such families.

2.   METHODOLOGY

2.1 Data Collection

Literature review started on 15th January 2009 for three days. This went on throughout the field data collection period. Data collection through stakeholder interviews took place from the 20th of January 2009 and culminated into a stakeholder workshop on the 29th of January 2009. The stakeholder workshop had a three-fold purpose, namely:

(i)   Present preliminary findings of the UTSP Mid-term Evaluation by the consultants;
(ii)   Provide an opportunity for stakeholders to make the necessary corrections on the preliminary findings, and;
(iii)   Provide an occasion for stakeholders to fill in the gaps with regards to the data collected.

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2.2   Components of the Methodology

The following were the major elements that constituted the methodology;

(i)   *Literature review:* started on 15th January 2009. It continued throughout the data collection period, up to the initial compilation of the key findings on 28th January 2009. Key documentation reviewed included: the project document; technical progress reports; the Final Evaluation Report for Phase I; Supervisory briefs by ECLT; Project Work Plan; Project Materials including training guides and training kits; Write-ups on MKUKUTA; Government policy documents; Documentation on Child Labour programmes in Tanzania (see *Appendix 8* for details).

(ii)   *Stakeholder interviews:* These were undertaken at all the major levels of project implementation and coordination as far as UTSP is concerned, namely; national, district, community and, household/individual as well as with the donor (ECLT) (*Appendix 4* is a List of Stakeholders met).

(iii) *Focus group discussions (FGDs):* were held with key stakeholders and primary beneficiaries, including children; parents/guardian; teachers; village committee members, among others. FGDs were also held with Implementing Agencies (IAs) who are critical players regarding UTSP implementation.

(iv)   *Stakeholders Workshop:* was held involving close to 40 participants from various critical stakeholder categories, including: children, parents, implementing agents, Urambo district administration, community leaders, the funding agency and the executing agency (see **Appendix 3**, Workshop Participants). The workshop purpose is highlighted in **Section 2.1** above.

The evaluation instrument was the basis for all stakeholder consultations focus group discussions, and tape-recorded discussions. The evaluation instrument was in turn derived from the Terms of Reference (ToRs). *Appendix 1* is the ToRs and *Appendix 2* is the evaluation instrument.

2.3   Data Collection Coverage

Data collection was at three levels involving various stakeholders including the following:

(i)   <u>Grassroots level:</u> Children (randomly selected children in the programme); parents/guardians; Teachers; Village Committee Members; Councilors.

(ii)   <u>District level:</u> The District Executive Director (DED); the District Child Labour Sub-committee (DCLSC); Implementing Agencies; Tobacco Companies Representatives; Association of Tanzania Tobacco Traders (ATTT); Folk Development College (FDC); Tanzania Education Alternatives for Children (TEACH); UTSP management, and;

(iii) <u>National level:</u> ILO/IPEC; the project of support to the National TBP team.

At least 16 categories of stakeholders were consulted highlighted below:

(i)   Children
(ii)   Parents and guardians
(iii) Teachers
(iv)   Village committee members
(v)   Councilors

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(vi)   Implementing agencies
(vii)   The District Child Labour Sub-committee
(viii)   The Urambo District Administration
(ix)   Tobacco companies
(x)   Association of Tanzania Tobacco Traders
(xi)   Partner Non Governmental Organizations (NGOs)
(xii)   UTSP coordination unit/management
(xiii)   Tanzania Plantation Union
(xiv)   ILO/IPEC Dar es Salaam Office
(xv)   ECLT
(xvi)   ILO/IPEC HQ Geneva

At community level, 6 out of the 9 wards in which UTSP is operating were randomly sampled and visited. In the 6 wards, 18 out of the 36 target villages were again randomly sampled and visited.

The following wards & villages were visited:

(i)   *Kaliua ward* (Kaliua east; Ulindwanoni; Kasungu);
(ii)   *Vumilia* (Uhuru; Vumilia; Motomoto);
(iii)   *Kapilula* (Kapilula; Ulasa A; Ulasa B);
(iv)   *Itundu* (Mpigwa; Kitete; Itundu);
(v)   *Muungano* (Muungano; Kalemela A; Kalemela B), and;
(vi)   *Songambele* (Songambele; Uyogo; Jioneemwenyewe).

2.4   Focus of the Evaluation and Report Structure

The Mid-term Evaluation of Urambo UTSP Phase II focused on four major areas as noted below. The structure of the report follows the same areas of evaluation;

(i)   Design;
(ii)   Achievements (implementation & effectiveness) of objectives;
(iii)   Relevance of the project, and
(iv)   Sustainability.

The report is divided into two major parts; *Part I* (with two chapters; Introduction and Methodology): and *Part II*: Major findings (consisting of the four major evaluation areas highlighted above and conclusions and recommendations). The structure of Part II (Major findings) follows three components, namely: (i) Major issues; (ii) Key findings, and; (iii) lessons/recommendations. **Appendix 7** is a summary of all recommendations in the document. Where there are several points under a component, these have been numbered. This format has been followed for consistency and easier reading.

2.5   Limitations of the MTE

The major limitation relates to inadequate time for a comprehensive assessment of all the relevant areas. This would have been with the view to identifying the successes, challenges and lessons for consideration during the implementation of the Phase II IGAs. The assessment would have also provided an excellent platform for broadening viable IGAs for phase II.

Other key stakeholders deemed important who were not met due to the limited time-frame included: The Tanzania Plantation and Agricultural Workers Union (TPAWU) and the Tanzania Social Action Fund (TASAF), an important intervention towards poverty reduction.

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PART II: KEY FINDINGS

3.   PROJECT DESIGN

The MTE dealt with five (5) important design issues: (i) Adequacy of problem analysis (ii) Institutional arrangements; (iii) Synergies, coordination and collaboration; (iv) Incorporation of assumptions, and; (v) Other issues.

3.1   Adequacy of problem analysis

3.1.1   Major issues – problem analysis

Thorough problem analysis is critical to the development of appropriate project objectives of any development intervention which in turn impacts on the extent to which the project will deliver the intended services to the beneficiaries. In the case of UTSP Phase II, there was need to establish the extent to which the problem of CL was adequately analysed.

3.1.2   Key findings – problem analysis

There was adequate analysis of the CL issue through among others, the following two ways: (i) Literature review on CL related issues in the country as well as in Urambo. For instance, the survey by ATTT on CL prevalence in Urambo[5] was reviewed and its findings taken on board (which gave an estimate of 35% of child labour force in tobacco growing); (ii) Direct observations were made on engagement of CL during the tobacco growing season. This resulted in either poor attendance by school going children or many children not enrolling in school and instead finding themselves working on tobacco farms. These findings came out strongly from all key stakeholders consulted particularly those at community and district level.

3.1.3   Lessons/recommendations – problem analysis

The problem of CL was well known in the district and could be adequately articulated by the majority of stakeholders consulted, including those in market and eating places. Whenever the MTE team was asked by "the common man on the street" what the team was doing, a response always triggered an almost spontaneous account of how the CL in the district was so rampant.

This good knowledge base on CL prevalence in the district is likely to have been created partly by the UTSP's activities in both Phase I and II. For instance, a number of communities cited sensitization efforts about the negative effects of CL that implementing agencies under UTSP had been carrying out. This was confirmed through triangulation involving key informants who included teachers, traditional leaders and politicians. Clearly, this provides a window of opportunity to bring about concerted efforts aimed at fighting the CL problem. A baseline is being prepared by UTSP which should have been completed by the end of 2007. This should have given a more accurate picture of the CL problem in the district. According to MTE findings, the delay in the completion of the baseline report is as a result of some comments made by one of the stakeholders which need to be incorporated. However, the reason why it has taken so long to incorporate the comments was not clear.

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[5] Cited by ILO/IPEC (Undated): Elimination of Hazardous Child Labor in Tobacco Growing Areas – Tanzania – Urambo Tobacco Sector Project (USP) URT/06/02/ECT.

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3.2 Institutional arrangements

3.2.1 Key issues – Institutional arrangements

The nature of institutions as well as their capacity does impact either positively or negatively on implementation performance. In case of UTSP Phase II, it is critical to evaluate the capacity of the IAs involved in delivering project services to the target beneficiaries as this impacts implementation performance.

3.2.2 Key findings – Institutional arrangements

UTSP in Urambo is being implemented by 10 IAs (including four IAs involved in the completion of pipeline action programmes) that are primarily Non-Governmental Organizations (NGOs). These include; Africa 2000 Network (A2N), Care for the Child (CFC), Tabora Development Foundation Trust (TDFT), Caritas, Folk Development College (FDC) and Hope Farming Group (Hope). Other IAs are the Department of Works (DW) under the Urambo District Administration which was supported by the project to complete four classroom blocks and to construct two new class room blocks; Urambo District Council (UDC) involved in training of tobacco growers and vulnerable households on financial management; ATTT involved in training on sensitization and awareness creation to tobacco growers against the use of child labour in tobacco farming, and; TPAWU was involved in the child labour monitoring system and the provision of strategic education services to children at primary school but at risk to enter child labour.

The IAs are based at three major levels: (i) those that have their main office in Dar es Salaam (A2N and CFC); (ii) those with their main office at regional level (TDFT), and; (iii) those which were only found in Urambo.

The low capacity of IAs was noted to result from two factors: (i) low skills training, and; (ii) inadequate resources to effectively undertake their respective mandates. These are illustrated in the paragraph below.

The capacity of IAs leaves much to be desired. A case in point is the failure by almost all IAs to provide the MTE team with adequate and correct data on progress and finances using already designed simple templates (see **Appendix 5**). A number of the IAs sought clarification twice, from the UTSP National Programme Office on how to fill the form. However, when the forms were submitted to the MTE team, the data was such that it could not be used by the evaluators who had to find alternative ways of getting the same data. Another evidence of low capacity of the IAs relates to their late submission of reports from the time they received the 1st installment. The reports were submitted between 6 and 7 months after receipt of the 1st installment (see **Section 4.1** where this point is discussed in greater detail). UTSP management was able to review and comment on each IA report within a day, return the report for incorporation of comments. In some cases, it took 2 months before the reports could be finally re-submitted with incorporated comments. The situation was exacerbated by high staff turn over, primarily triggered by poor conditions of service. The nature of the packages IAs could afford were such that it was not possible for them to engage qualified staff. For instance, in a focus group discussion with IA representatives, they complained of working long hours necessitated by the need to visit some communities which were as far as 50 km and in some cases even further. They had to return within 24 hours because there was no provision for Daily Subsistence Allowance which would enable them to spend a night in the field. There were also complaints about unsuitable mode of transport (motorbikes) on very rough terrain. Poor salaries were also cited.

The IAs who had their main office at regional level (Tabora) or national level (Dar es Salaam) were often faced with challenges relating to efficient information flow within themselves as

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well as between themselves and the Urambo UTSP management. From time to time, the staff of such institutions based in Urambo needed to consult their superiors before releasing certain information. In a number of cases, they were unable to provide the UTSP Urambo management team with specific information that was requested. This, inevitably, negatively impacted on project implementation. A case in point is where the MTE Team had difficulties in accessing financial information from IAs.

Compared to Phase I, the logistical capacity of all the IAs has significantly improved in Phase II. For instance, in terms of equipment, all the IAs had acquired computers and motorbikes. The IAs in Phase I had none of these equipment. [6] Though difficult to quantify the net benefits contributed by such equipment towards overall implementation performance, this positively impacted on implementation performance through increased efficiency in mobility as well as the improved speed at which office work was undertaken.

One of the key challenges relates to the engagement of qualified and experienced staff by the IAs to manage the Urambo field offices. Though a number of IAs would have desired to engage such staff, their budget provisions seriously limited this. Consequently the IAs have ended up engaging the caliber of staff for which they have the capacity to pay.

3.2.3   Lessons/recommendations – Institutional arrangements

The use of social partners as IAs is an excellent practice and should be encouraged as it is in line with UTSP's mandate of building the capacity of partner institutions towards the fight against hazardous CL. This is one of the ways in which sustainability of the fight against CL may be sustained beyond the project life. However, the capacity of IAs leaves much to be desired, including those that have offices at regional and national level.

It is *recommended* in the short-term that: (i) more capacity building be undertaken for the IAs. It would be necessary to identify key operational areas where IAs have had lapses and address such areas through capacity building. *Action by:* Urambo UTSP management team. (ii) those IAs that have offices outside Urambo should ensure that they delegate full responsibilities to their respective offices in Urambo to attend to all issues related to project implementation. If need be, their offices should be beefed up with appropriate staff. Where this may not be possible on account of cost implications, an in-house capacity building exercise should be pursued aimed at transferring the appropriate skills to those staff based in Urambo. *Action by:* Respective IAs with offices outside Urambo district.

3.3   Synergies, coordination, collaboration and Coherence

3.3.1   Key issues – Synergies, coordination & collaboration

It was necessary to assess the extent to which the project is coherent with the country's national and local development plans, as well as the extent to which synergies, coordination and collaborative efforts exist among various institutions. Related to this point, the Project Advisory Committee (PAC) has faced challenges in terms of financing its operations. Currently, the funding of the PAC comes from primarily the UTSP. This has constrained the Committee's operations and effectiveness.

An additional point under the key issues is that it is necessary to ascertain the extent to which the project design took into account the existing local efforts at various levels to fight CL.

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[6] UTSP Phase I Final evaluation

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3.3.2 Key findings – Synergies, coordination & collaboration

Fora promoting synergies, coordination & collaboration

At policy level

Various structures exist at the enabling environment level for promoting synergies, coordination and collaboration in the fight against hazardous CL. The key ones include the following two:

(i) **National Intersectoral Coordinating Committee (NISCC):** has the overall mandate of overseeing the implementation of CL interventions in the country. NISCC has the responsibility of assisting government and social partners to develop and implement short term interventions to fight the worst forms of child labour. The committee meets twice a year, chaired by the Prime Minister's Office and the secretariat is the Ministry of Labour, Employment and Youth Development. Its membership includes ILO, workers' and employers' representatives.

(ii) **National Steering Committee under the Ministry of Health and Social Welfare:** has the overall responsibility in matters of policy, guidelines for providing care to Orphans and Vulnerable Children (OVC) in Tanzania.

However, the upstream structures, particularly the NISCC, lacked the participation of grassroots UTSP project representatives (DCLSC, PAC, Project Manager). This constrained the desired extent to which project experiences informed the formulation of national CL policies and strategies. Although ILO participates in national fora, this is deemed inadequate.

At Direct action Level

Synergies, coordination and collaboration exist at various levels, the most pronounced being the district and community level. The *community level* offers one major forum for coordination, the Village Committee (VC). This is the entity that is key in facilitating and coordinating multi-sectoral development efforts at the community level. The project has collaborated well with all of the 36 village committees in the villages it has been operating in. UTSP uses the village committee as its entry point at community level, and correctly so.

The Community Child Labour Committees (CCLCs) which have been formed in all 36 villages have had excellent collaboration and synergies with the Village Committees. In most cases, a number of those who are members of CCLCs are also part of the VCs. Support to the three categories of beneficiaries at community level, namely; children, parents/guardians and schools has been well coordinated by the VCs.

Various fora exist at *district level* which foster synergies, coordination and collaboration. Four of the key ones are worth mentioning. *First,* the District Child Labour Sub-Committee (DCLSC) is mandated with the responsibility of coordinating and promoting efforts towards the fight against hazardous child labour. It is chaired by the District Child Labour Coordinator (DCLC) who is an employee of the district council. The membership of the DCLSC includes the following: the Ministry of Education and Vocational Training; the Ministry of Community Development, Gender and Children; the Ministry of Agriculture; the District Planning Office under the Department of Planning and Commerce, and the District Treasury under the Department of Finance.

Second, the Project Advisory Committee (PAC) whose major mandate is to offer direction and advice on CL related issues in the Urambo district. This is in relation to the three existing projects in the district aimed at combating CL, i.e.: UTSP (supported by ECLT and implemented by ILO), TBP (supported by USDOL and implemented by ILO) and TEACH (supported by USDOL and implemented by Winrock). PAC was established as a joint steering

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committee for the three projects. Its membership is being revised from 43 to 17, a move that is aimed at reducing the cost of its meetings. PAC's membership includes a representative from the ILO/IPEC office in Dar es Salaam and some stakeholders based at the regional level in Tabora. The majority of members come from Urambo. PAC has served well in being a forum where various stakeholders involved in the fight against CL have met to discuss issues, share ideas, strategize, etc. It meets twice a year and is primarily funded by UTSP.

Third, the Project Coordination Committee (PCC) is made up of stakeholders who are involved in "hands-on" issues regarding CL. These are implementers of activities against CL. They are involved in monitoring CL issues on a quarterly basis in the Urambo district, funded by the Tanzania Education Alternatives for Children (TEACH). Monitoring activities involve key stakeholders in CL issues, including UTSP, the DCLSC represented by the District Child Labour Coordinator.

Fourth, the IAs meet on a monthly basis to share experiences, report on progress that each one has made and discuss challenges, among other things. Certainly this is an important forum for coordination of various efforts being undertaken by the IAs in the district as the implementation of UTSP progresses.

Synergies, coordination & collaboration among CL interventions

There are three interventions in Urambo district which all deal with the fight against hazardous CL. All three are projects to support the Time Bound Programme. **Table 1** is a summary of how the three interventions have synergies and how they coordinate and work together.

Table 1: Synergies, coordination and collaboration

CL Intervention	Key Features	Areas of synergies, coordination & collaboration
The Project of support to the Time Bound Programme (TBP) – overall or as a whole	• Has a national mandate and consequently, a national coverage • Its mandate is up to the year 2010 • Designed to come up with a National Action Plan against WFCL • Funded by the United States Department of Labor (USDOL) through IPEC • Inclusive of all other sectors	• Provides a national framework in which all CL related interventions are to be carried out by all stakeholders. • The other two projects targeted at the fight against CL, i.e.: UTSP and TEACH are perceived as building blocks towards the realization of TBP's objectives. • The choice of its target areas in Urambo (the 13 wards) was deliberate to avoid overlap with the other 2 projects, hence existence of complimentarity • Its activities at grassroots level are coordinated by the VCLCs, under the leadership of the VCs. • The district council assigned each of the three interventions (i.e. TBP, UTSP, TEACH) project areas (wards) within its boundaries, ensuring each area was covered. This was an important coordination & collaborative function.
Urambo Tobacco Sector Project (UTSP)	• Covers 9 out of the 23 wards in Urambo, ensuring no overlap with the other 2 projects except in one ward. • Focus is exclusive on tobacco sector	• The choice of its target areas in Urambo was deliberate to ensure minimal duplication & enhance complimentarity • It is a member of both the PAC and PCC • Its activities at grassroots level are coordinated by the VCLCs, under the leadership of the VCs.
Tanzania Education Alternatives for Children (TEACH)	• Covers 2 wards of Urambo. In Ukandamoyo ward, it overlaps with UTSP. • Funded by USDOL • Inclusive of all other sectors	• Choice of its target areas was deliberate to avoid duplication. • However, in the ward where it overlaps with UTSP, this offers an opportunity for synergies, collaboration & coordination. • Complimentarity is promoted, coordinated by the VCs concerned. • At the village level, TEACH promotes synergies, coordination & collaborative efforts with IAs under UTSP. • Its activities at grassroots level are coordinated by the VCLCs, under the leadership of the VCs.

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Existing efforts towards the fight against CL

A number of initiatives have been taken into account which have created a conducive environment for the successful implementation of UTSP Phase II. These relate to key national policies (**Table 2**), strategies and programmes (**Table 3**) that support the fight against CL.

Table 2: Key National Policies to Fight WFCL

Key Policies to Fight Hazardous Child Labour		
Policy	**Key Areas of Focus**	**Relevance to UTSP Phase II**
Education and Training Policy, 1995 (Ministry of Education and Vocational Training)	• Improvement of quality of education and training • Expansion of education & training opportunities to meet demand; • Increase average per capita education cost • Increase resource flows to the sector • Non formal education and training	• Quality education is the best way to fight CL as it would keep children occupied while at the same time preparing them for a productive adult life • The inclusion of impartation of skills enables those out of formal school to lead productive lives.
Youth Development Policy, 2008 (Ministry of Labour, Employment & Youth Development)	• Promotion of role of youths in national development; • Protection of rights of youths such as right to employment, education, health & other services. • Establishment of workable plans of employment for solving the problem of employment; • Formulation of practical plans to provide youths with skills training & education; • Establishment of systems that would enable youths to secure tools/equipment, capital, workplace & markets for employment; • Establishment of appropriate plans to provide youths with health services; • Establishment of education plans for girls who drop out of school because of pregnancies; • Improvement of education environment & increase opportunities for education & training for youths.	• Both immediate objectives of UTSP namely: (i) By end of project, model interventions for the prevention & elimination of CL in tobacco growing are in place in Urambo, and; (ii) By end of project, capacity of communities & relevant institutions will have been strengthened to address CL issues in a sustainable manner, go a long way in the operationalization of this policy. • Emphasis on the rights of youths to education, etc. will inculcate in parents and guardians a desire to take their children to school, at all costs. UTSP has been sensitizing parents/guardians about the same.
Social Security Policy 2008 (Ministry of Labour, Employment & Youth Development)	• Widening of the scope & coverage of social security services to all the citizens; • Harmonization of the social security schemes in the country; • Reduction of poverty through improved quality & quantity of benefits offered • Establishment of a social security structure consistent with the ILO standards but adapted to the socio-economic conditions in the country.	• Both immediate objectives highlighted above are relevant in the operationalization of this policy. • UTSP is designed to address both short & long-term social security issues of one of the most vulnerable groups of society, namely children.
National Employment Policy , 2007 (Ministry of Labour, Employment & Youth Development)	• Involvement of various groups of people in all employment programmes including women, youths, people with disabilities, those retired & retrenched; • Promotion of accessibility of loans by various groups; • Counseling & education in schools aimed at preparing youths for employment	• Both immediate objectives highlighted above feed into this policy; • UTSP among others promotes vocational training aimed at equipping youths who are out of formal school system to be self employed. A major challenge has been start-up capital which this policy seeks to promote, among other things.
Child Development Policy, 1996 (Ministry of Community Development, Gender & Children)	• Provision of direction & guidance on child survival, protection & development measures; • Protection of children from various vices including: exploitation, tasks incompatible with their age; deprivation; oppression & neglect; • Provision of direction on upbringing of children in difficult circumstances.	• Both immediate objectives of UTSP feed into this policy. • UTSP particularly focuses on Orphans & Vulnerable Children (OVC) whose upbringing is a challenge. They tend to be particularly vulnerable to CL

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What are summarized in **Table 3** below are major strategies and programmes initiated by the Government aimed at fighting the WFCL. The coverage is not exhaustive, but does include all the major initiatives.

Table 3: Selected National Strategies and Programs dealing with WFCL

Key National Strategies/Programmes to Fight Hazardous Child Labour		
Strategy/Program	**Key Areas of Focus**	**Relevance to UTSP Phase II**
Five Year Strategic Plan (2006-2011)	• Establishment of national mechanisms & socio-cultural practices that promote & protect rights of Tanzanian children, women and men; • Special focus is on the provision of opportunities, participation, education & distribution of resources.	• The first immediate objective, namely "By end of project, model interventions for the prevention & elimination of CL in tobacco growing are in place in Urambo" is particularly relevant.
National Strategies for the Elimination of CL (a package of national strategies based on lessons learnt between 1994 & 2001)	• Empowerment of vulnerable parents/guardians economically; • Improvement of quality of education; • Introduction of alternative means of livelihood; • Mainstreaming child rights in the constitution of Tanzania • Mainstreaming CL & its worst forms in pre & post qualification professional training • To formulate by-laws that prohibit hazardous CL • To make by-laws that prohibit absenteeism from school • To raise levels of awareness	• Both immediate objectives of UTSP stipulated above are relevant to the national strategies in question; • UTSP is involved in most of the strategies highlighted here, including: empowerment of parents/guardians & schools economically; promotion of alternative means of livelihood; awareness raising, and improvement of quality of education.
Time Bound Programme (TBP) for elimination of worst forms of CL in Tanzania	• Supports direct action interventions aimed at preventing & removing children from the worst forms of CL; • Builds capacities of local partners & communities; • Strengthens local structures that have the responsibility of supervising & monitoring the trends of CL	• Both immediate objectives of the UTSP feed into TBP; • UTSP supports the same key areas as TBP (i.e. direct actions to fight WFCL; capacity building of local partners; strengthening of CLMS)
The National Strategy for Growth and Reduction of Poverty (NSGRP), in Kiswahili; MKUKUTA (Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania), 2005/06 to 2009/10	• Growth of the economy and reduction of poverty; • Improvement of quality of life and social well being; • Governance and accountability; and • Greater-collaboration among all sectors and stakeholders.	• The second immediate objective of UTSP particularly feeds into the 4th key area of focus of MKUKUTA, i.e. "by end of project, capacity of communities & relevant institutions will have been strengthened to address CL issues in a sustainable manner". • UTSP is involved in direct action programs aimed at poverty reduction.

3.3.3 Lessons/recommendations – Synergies, coordination & collaboration

Much has been done upstream (by government) in a bid to fight the WFCL. Such efforts include: the formulation of appropriate policies; strategies; programmes; and structures for the promotion of synergies, coordination and collaboration. This is well demonstrated above. However, at the district level where the WFCL find expression, the government structure (DCLSC) which is supposed to ensure the operationalization of government's upstream initiatives towards the fight against the WFCL is weak and poorly funded. This is rather unfortunate given the potential vital role the DCLSC is supposed to undertake in the fight against hazardous CL.

The structures developed for synergies and coordination at both national and district levels were good, though certain key ones (i.e. NISCC and DCLSC) needed re-orientation to make them more representative, a point further elaborated below. However, the actual coordination and synergies though fair, needed improvement. One of the ways this could be improved upon is illustrated in the last recommendation of this section.

It is *recommended* that the NISCC establishes a strong link with DCLSCs which should include regular reporting on CL issues by DCLSCs to the NISCC (at least on a quarterly basis). The

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NISCC should provide the necessary supervision to the DCLSCs to ensure their effective performance. *Action by:* ILO/IPEC Dar es Salaam who should lobby for and facilitate this process.

Given the vital role PAC plays in enhancing synergy and cooperation, it is *recommended* that the tobacco sector, i.e. the growers, the unions, the government, and the companies, have adequate representation on this committee.

While there are adequate fora to foster synergies, coordination and collaboration in the fight against the WFCL at district level (see *Section 3.3.2* above), the most active ones tend to be those that are benefiting from donor funding. For instance, the DCLSC is funded by government but it is almost non-functional. It is a government structure with 100% membership from government institutions. If this structure had been fully operational, it would have easily taken over the functions of the other three structures, i.e. PAC, PCC and IAs monthly meetings. Alternatively, the functions of the other structures would have been streamlined into the DCLSC.

It is *recommended* that the mandate of the DCLSC as well as its membership be broadened to include the key functions and membership of the other two structures (PAC and IAs monthly meetings). PAC could delegate its membership portfolio on DCLSC to PCC, given that the later as a sub-committee of the PAC was created to improve efficiency and more regular follow-up of projects. This should be part of the exit strategy and is important for the sustainability of programme activities beyond the project life. The current resources being directed to PAC and PCC should be redirected to DCLSC for a specific timeframe during which period modalities should be worked out for the district council's takeover. A Memorandum of Understanding should be signed between the District Council (DC) and all parties concerned. This is aimed at soliciting commitment from the DC for the funding of DCLSC once the other partners phase out their support. The DCLSC should incorporate the tobacco sector representatives highlighted above if it is to effectively fulfill its mandate. *Action by:* UTSP Management; District Executive Director and TEACH.

3.4 Incorporation of Assumptions

3.4.1 Key Issues – Assumptions

Three assumptions were made regarding immediate objective 1 and five regarding objective 2. The assumptions for objective 1 related to: socio-economic situation remaining the same; partner interest in education and training remaining high, and; district authorities cooperate, particularly on education. Assumptions for objective 2 included: CL remaining a priority for various partners; Education and training alternatives being perceived as relevant by both families and children; capacities of IAs and partners increase due to training, and Positive change in perceptions regarding CL and education by community members.

3.4.2 Key Findings – Assumptions

The majority of the assumptions have remained valid at the time of the MTE, however, there have been challenges with two of them. *First,* the socio-economic situation has not remained the same as evidenced by high inflation. This has increased the cost of implementing APs. The worst hit are the activities relating to construction of classrooms. For instance, the price of cement has increased by 31% from Ts 16,000 at the time of budget preparation to Ts 21,000 at the time of the MTE[7].

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[7] IAs interview, 24th January 2009, Urambo

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Second, the capacity of IAs remains inadequate despite some training of such IAs having taken place, a point well discussed in *Section 3.2* above. This may largely be as a result of either inadequate training or low capacity of trainees.

3.4.3   Lessons/recommendations – Assumptions

The 5% provision for dealing with inflation according to ILO/IPEC regulations is inadequate to cover the cost over-run being experienced. It is unrealistic to expect a supplementary budgetary allocation at this stage because there is no provision for such. It is, therefore, ***recommended*** that other options be pursued to deal with the anticipated cost over-run. One such possible option is increasing the efficiency with which programme activities are undertaken. The increased efficiency may result from strengthening of synergies, coordination and collaboration which should reduce duplication and consequently increase resource utilization. Another option would be to improve the effectiveness of M&E at the community level which will again result in increased efficiency in the implementation of activities. ***Action by:*** UTSP management; District Executive Director and DCLSC.

Regarding continued low capacity of IAs, it is ***recommended*** that more training be undertaken. This could be preceded by a needs assessment exercise which should then inform the specific areas to focus on during training. ***Action by:*** UTSP management.

3.5   Other Issues

3.5.1   Key Issues – Other Issues

The design of any project can either positively or negatively impact effective implementation performance. Given this fact, the MTE took time to identify and assess good aspects of the design with the view to learning lessons to inform future project/programme designs. The challenges of the UTSP design were also identified and assessed, again for the purpose of informing future project designs. This was also meant to facilitate appropriate corrective and mitigation measures if need be, in the second half of the project life.

3.5.2   Key Findings – Other Issues

The key findings under the "other issues" may be categorized into two: (i) good design practices, and; (ii) areas that need strengthening (challenges). The two categories are discussed below.

3.5.2.1   Good design practices

Seven of these were identified, namely: (i) Continuity from Phase I; (ii) Clarity of project document using the Logical Framework Approach (LFA); (iii) Standard Monitoring and Evaluation (M&E) procedures were provided for; (iv) Location of UTSP Project Office; (v) District coordination role; (vi) Public-private partnership, and; (vii) Holistic approach in the fight against CL. These are briefly discussed below;

(i) Continuity from Phase I

One of the key issues relating to continuity is the general strategy employed for UTSP implementation. The strategy is to use existing institutions and local partners to implement UTSP, whether at district or sub-district level. The institutions involved are adequately elaborated on in *Section 3.3* above. The UTSP management is there to facilitate. This is an important factor relating to sustainability of activities beyond project life.

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Another area of continuity relates to the seriousness with which carry over activities from Phase I have been attended to in Phase II. In accordance with the recommendations of the UTSP Phase I Final Evaluation, the majority of issues arising from the first phase have been adequately addressed in the second phase. This includes the completion of the 6 APs from Phase I as priority before starting implementation of Phase II activities.

(ii) *Clarity of project document*

An attempt was made to write the project document using the Logical Framework Analysis (LFA). The lower level indicators (activities and outputs) were clear. However, the indicators at outcome and impact level (i.e. the higher level indicators) were not given much attention and in some cases they were completely absent, thereby breaking the flow of logic from activities to impacts. The majority of the assumptions were appropriate.

(iii) *Standard M&E procedures*

Widely used standard monitoring and evaluation procedures were provided for, consisting in both internal and external monitoring and evaluation. These are elaborated further on in **Section 4.5**.

(iv) *Location of UTSP Project Office*

The location of the UTSP project office within the premises of the Urambo District Administration offices, was appropriate. Although this is yet to be fully taken advantage of, it provides an excellent avenue for enhanced interaction between the project staff, on the one hand, and the District Administration, on the other. This arrangement was deliberately done to facilitate adequate exposure to project activities for the District staff, which is expected to lead to an eventual smooth take over of the project activities by the District Administration.

(v) *District Coordination Role*

Appreciating the need for the district authority (local government) to be in the driver's seat in the fight against the WFCL, the district had a District Child Labour Coordinator position in its establishment which was filled. This places the district authority in a strategic position to deal with CL issues. Potentially, this is also meant to provide a strong mechanism at district level for enhanced collaborative efforts and synergies towards the fight against the WFCL. This would in turn lead to improved efficiency and effectiveness in the fight against CL.

(vi) *Public-private partnership*

UTSP provides a good example of partnership between government (both central and local) and the private sector (for instance the two tobacco companies operating in Urambo) in the fight against the WFCL. A partnership of this nature is absolutely crucial for sustained funding of the efforts towards the fight against CL, a point already alluded to elsewhere in this report.

(vii) *Holistic approach in the fight against CL*

The design of UTSP was such that the selection of APs was to promote complimentarity among the various interventions in a bid to fight against CL. For instance, the APs formulated and their respective activities sought to deal with the CL problem from various fronts including: (a) the home environment (by empowering parents/guardians with IGAs and awareness creation against CL); (b) the school environment (direct provision of education opportunities to boys and girls); (c) the work environment (by focusing at two levels: *first,* employers of CL, i.e. the tobacco companies, being sensitized against the negative implications of CL and being sensitized to undertake interventions that reduce the problem, and *second,* facilitating appropriate employment creation for the youth who are of age through skills training).

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3.5.2.2 Challenging areas

(i) *Inadequacy of indicators*

There was a good attempt made to formulate a preliminary indicator matrix focusing on both immediate objectives. Given its focus on continuity from Phase I, the project provides adequate time for outcomes and impacts to start being realized, hence the indicator matrix should have provided adequate higher level indicators (at the objective level). An example of such higher level indicators - those to do with child education: improvement in enrollment rates; progression rates (pass rates); reduction in dropout rates for girls, etc.

In addition, the indicators did not sufficiently meet the SMART criteria hence the majority would be difficult to measure.[8] This is illustrated in **Table 4** below which also proposes improvements of such indicators.

Table 4: Inadequacy of Indicators

How the Indicator Reads	Proposed Improvements
Immediate Objective 1: **Model interventions for the prevention and elimination of child labour in tobacco growing are in place in Urambo district.**	
• Children withdrawn from work through education/training continue to remain in education/training or do not return to child labour	• % of children withdrawn from work through education/training who continue to remain in school/training • Progression rate of children withdrawn from work • % of children withdrawn from work who finish primary school • % of children withdrawn who pass primary school examinations • Average number of hours a child is working compared to the period before UTSP • % of children dropping out from school during tobacco season • % of children who were injured due to work
• Children withdrawn / prevented / protected through non-education / training measures continue to remain out of the WFCL/hazardous work	• % of children withdrawn/prevented/protected through non-education/ training measures who continue to remain out of work • % of children withdrawn/prevented/protected through non-education/training measures who are involved in a livelihood
• Families provided with IGA support enhance their incomes and use them to keep children out of child labour	• Average income of families provided with IGA support • Average percentage of children of school going age who are in school from families provided with IGA support
Immediate objective 2: **Capacity of relevant institutions strengthened to address child labour issues in a sustainable manner.**	
• CCLCs and DCLSC are well informed about child labour	• % of Community Child Labour Committee (CCLC) members who are able to articulate CL issues (including the dangers of CL) • % of parents/guardians who have been sensitized about CL issues by CCLC members • % of parents/guardians who have withdrawn their children from hazardous CL after being sensitized by CCLC members • % of parents/guardians who have withdrawn their children from CL and have placed them in school after being sensitized by CCLC members • Number of CCLCs sensitized by DCLSC members on CL issues • % of CCLC members sensitized by DCLSC members

• CLM is functional	• Availability of the following statistics at both district and sub-district levels:
	  (i) indicator values under the first indicator (immediate objective 1);
	  (ii) indicator values under the second indicator (immediate objective 1);
	• Availability of indicator values under the third indicator (immediate objective 1) at the district level.

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[8] **SMART** stands for: **S**pecific- Indicators should reflect those things the project intends to change; **M**easurable & unambiguous - should give objective data independent of who is collecting data; **A**ttainable - should be achievable by the project, should be realistic. Data should be easy to collect; **relevant** - Indicators should be relevant to project in question; **T**ime bound - should describe by when change is expected.

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Immediate objective 2: **Capacity of relevant institutions strengthened to address child labour issues in a sustainable manner.**	
• Teachers show improved knowledge on child labour issues and adjust their teaching methods accordingly	• % of teachers in the targeted wards who can articulate CL issues (including dangers of CL) • % of teachers who have adjusted their teaching methods due to acquired knowledge in CL
• Child labour issues are integrated in district level plans, programmes and budgets.	• Number of government departments at district level who have integrated CL issues in their work plans and budgets • % of the total departmental budgets at district level allocated to CL issues

(ii) *Tracking of indicators*

There is no evidence that there is adequate tracking of Key Performance Indicators (KPIs) which in this case would be at the immediate objective level. A review of the draft baseline report showed that most of the critical indicators were not provided for at baseline in terms of data collection. This means that it is a challenge to assess project performance at mid-term (mid-line) and end-line. Important indicators that were provided for in the baseline were essentially two, namely; (i) CL by age, and; (ii) Number of male and female children in hazardous works.[9]

3.5.3   Lessons/recommendations – Other Issues

As is the case with any development initiative, UTSP should be concerned about improving the livelihoods of the primary target population. The change in improvement can only be assessed by higher level indicators, namely at the immediate objective level as opposed to the lower level indicators, i.e. activities and outputs (see **Figure 1** below). This is what will make a difference at the end of the day. An important question for example is: What improvement has taken place in the lives of OVC due to the construction of classrooms?

When indicators do not meet the SMART criteria, they are difficult to measure. Consequently, monitoring of project performance will be almost impossible. It is ***recommended*** that the indicator matrix be quickly refined, recast and expanded to take into account the proposed changes in **Table 4** above. ***Action by:*** UTSP Project Management working with IAs and DCLSC.

It is further ***recommended*** that the IGA base be expanded. One way would be to undertake an assessment of the IGAs carried out during Phase I to establish their viability. The most viable of the IGAs could be included in this expanded basket. ***Action by:*** ILO/IPEC Dar es Salaam and Geneva and UTSP Management.

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[9] Pages 23, 31 and 34, Child Labour in Urambo Tobacco Farms, Baseline Survey Report, March 2008, by Juma M. Hango.

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Figure 1: Objectives Analysis
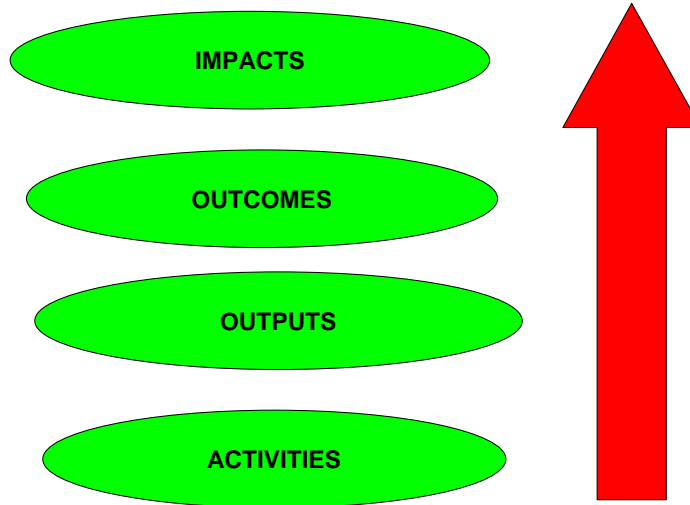
It is *recommended* that efforts be embarked on to immediately start collecting higher level indicator data as demonstrated in **Table 4** above, under the "proposed improvements" column. The existing M&E system could be strengthened and realigned for this purpose. This will go a long way in providing some level of appreciation of the extent to which the project will have impacted the livelihoods of the target beneficiaries at the end of the project. *Action by:* IAs, DCLSC, facilitated by UTSP Project Management.

4. ACHIEVEMENTS

Five (5) categories of issues were dealt with regarding implementation, namely:

(i)   Progress in the implementation of Phase I UTSP final evaluation recommendations;
(ii) Realization of objective targets;
(iii) Funds budgeted & expended;
(iv) Strengthening of local partners/institutions, and;
(v)   Monitoring and Evaluation issues.

4.1 Implementation of Evaluation Recommendations

4.1.1 Key Issues – Final Phase I Evaluation Recommendations

The final evaluation of UTSP Phase I was carried out in February 2007. It came up with specific recommendations for implementation in Phase II of the project. A number of these recommendations are discussed elsewhere in this report. However, this section focuses on those recommendations which are not covered elsewhere in this report. According to the overall evaluators' assessment, at least two thirds of the recommendations in the Phase I evaluation have been taken on board in Phase II.

Among the recommendations which came from UTSP Phase I final evaluation not discussed elsewhere, were: (i) adjustment of disbursement and administrative procedures to increase efficiency and effectiveness; (ii) the need to assess impact of IGAs on vulnerable households

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and CL; (iii) impact of bridging classes/vocational training; (iv) Phase II to start by completing APs from Phase I; (v) integration of exit strategy in Phase II, and; (vi) child participation to be given attention.

4.1.2   Key Findings – Final Phase I Evaluation Recommendations

The extent to which the recommendations of Phase I Final Evaluation have been taken into account in Phase II is summarized in **Table 5** below.

Table 5: Integration of Phase I Recommendations into Phase II

Recommendation	Extent of Integration of Phase I recommendations into Phase II & Other Issues
Adjustment of disbursement & administrative procedures to increase efficiency & effectiveness	***Disbursement procedures:*** • Procedures regarding disbursement of funds to the project are still the same. ILO/IPEC has generally agreed that there is room to improve disbursement procedures of funds. However, this is likely to take long before any improvement in disbursement can be seen because it is an issue that requires a lot of thinking through to ensure the system of checks and balances is not compromised. • It is ***recommended*** that focus be on what the project can change or influence, namely; (i) Step-up training of IAs to ensure all bottlenecks faced regarding financial reporting & justification of expenditure are dealt with; (ii) Provide additional funding to IAs to facilitate their engagement of additional staff (e.g. book keeper) for those who cannot cope with the reporting requirements; (iii) In case the first two options do not work, ILO/IPEC to provide the IAs with a local consultant to help them with the reporting; (iv) Ensure the line of communication between IAs and UTSP Management is kept very active, to facilitate provision of the necessary backstopping by UTSP Management, and; (v) Ensure reporting is undertaken as soon as the implementation of an AP has started.[10] This will provide enough time for the disbursement of the next funding. • Once the above measures are put in place, it is expected that the total time it takes for IAs to receive disbursements will be significantly reduced. Given the tight budget of the UTSP Phase II, it does seem that an additional budget is required to meet the cost of carrying out these measures. It is further recommended that the UTSP Management undertakes an assessment of the overall cost of carrying out the proposed measures. ***Administrative procedures:*** • The administrative procedures are still the same, they have not changed. • Similarly, it is ***recommended*** that focus be on what can easily be changed, i.e. the procedures within Tanzania.
Need to assess impact of IGAs on vulnerable households & CL	• The impact of IGAs embarked on in Phase I to inform the implementation of Phase II IGAs has not been assessed. This is primarily as a result of the inadequate performance of the Monitoring and Evaluation System which has no provision for tracking outcome and impact indicators. M&E issues are discussed in greater detail in **Section 4.5**. • The MTE team was unable to assess the impact of Phase II IGAs because it was premature. The IGAs were just being initiated during MTE data collection with the distribution of sunflower seed to vulnerable households. • It is ***recommended*** that the M&E system be strengthened and re-oriented to ensure that it captures outcome and impact data to facilitate reasonable assessment of the impact of IGAs (for both Phases I and II). One window of opportunity for such an assessment is during the final evaluation of Phase II UTSP.
Assess the impact of bridging classes/ vocational training	• The bridging classes are a clear success story, with more than 90% pass rate to secondary school. However, the challenge has continued to be funding for those in secondary school, a matter that was also raised by the final evaluation of UTSP Phase I. The MTE team did request for additional information from the education officer in the district council on children's performance and related issues. Unfortunately, this was not availed to the team. • There have not been any Vocational Training (VT) activities since UTSP Phase II started (not even the training of students who were not properly trained under Phase I and should have been trained as a priority under Phase II). Those trained in Phase I have not gone far because they have been unable to access tools. Someone trained in tailoring would need Ts 250,000 (about US $200) for tools and materials. The optimum fees for a 6 months VT course at Folk Development

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[10] Source: Stakeholders Workshop, 29th January 2009.

Recommendation	Extent of Integration of Phase I recommendations into Phase II & Other Issues
	College (FDC) in Urambo is Ts 350,000 (about US $ 270).
	• The Ministry of Community Development under which FDC falls is ready to provide the college with training materials. The ministry has been providing a Ts 500,000 grant per annum to the college.
	• Hope, A2N and CFC have asked FDC to train 500 children in VT this year (2009). Some stakeholders have expressed concern regarding FDC's capacity to train that number of children. With the current updated capacity of a maximum of about 100 trainees, the college may train 200 children, assuming that each course takes about 6 months.
	• *Recommendations:* (i) Include capturing of data on VT trainees in the CLMS in terms of what is happening to them after training; (ii) there is need for full-sponsorship, i.e. include VT course fees as well as tools/start-up capital. The total cost would be about Ts 600,000 (approximately US $470). If it is not possible to raise additional funds from other stakeholders highlighted above, it may be necessary to reduce the total number of trainees in order to meet the budget. One way to ensure adequate resources is to promote leveraging of resources. Enhance networking and collaborating efforts aimed at getting other stakeholders[11] to meet, for instance, the cost of start-up capital without which the VT course is not of much use; (iii) FDC should source funding to enable them to monitor the performance of their graduates. This will enable the college to design and refocus its curriculum to make it more responsive to the needs of the trainees and the community; and (iv) To deal with the capacity problem in future, FDC should seek technical advice from other VT training colleges offering the same courses within the Region of Tabora. (v) Since the capacity of FDC to train 500 children is still questionable and the project cycle for phase II will end in December 2010, the project in collaboration with other capable VT colleges, including FDC, should make sure that children are distributed to the colleges as soon as possible in order to have time for monitoring them after they have graduated. This point was strongly advanced by FDC management (the Principal).
Phase II to focus on completion of APs from Phase I first	• The six carry over APs from Phase I have all been finalized.[12] The last one was completed in July 2008. The total budget for the 6 APs was US$ 74,176.
	• The focus on the six APs during the first part of Phase II partly explains why the Phase II activities had a slow start.
Integration of exit strategy into Phase II	• An exit strategy study has been undertaken. The final report is expected to be ready by the end of March. It is expected that the study will bring out useful insights on Phase II's exit.
Extent of child participation	• Children were involved in the consultative process leading to the formulation of the Phase II project. The children were also involved in the MTE stakeholder consultative workshop. Children have not been involved in other aspects.
	• *Recommendation:* one possible area of involving children in the management of the project activities could be in the VCLC. Children could be asked to make submissions (highlighting their concerns, successes, challenges and recommendations on the way forward) to the VCLC during its regular meetings. The chairman of the VCLC could then communicate the committee's feedback within 3 weeks from the date the children made their submissions.

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[11] These include Government; other financing agencies operating in Tabora region and Tanzania at large, and tobacco companies (which could be lobbied for this noble cause).

[12] The six carry over APs that have since been completed are as follows: (1) Provision of health services to 1,000 children (US$ 1,000); (2) Initiation and management of Complementary Basic Education (COBET) to 300 children (US$ 18,900); (3) Equipping classrooms with furniture (340 desks, 17 chairs and 17 tables) to sustain elimination of CL (US$ 10,760); (4) Training of tobacco growers and vulnerable households (900) on tobacco growing (US $ 11,516); (5) Sensitization and awareness creation to 1,500 tobacco growers against use of CL in tobacco growing (US$ 10,000); and (6) CL monitoring system and provision of strategic education services to 200 children at primary school but at risk to enter CL (US$ 10,000).

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4.1(b) Efficiency of Various Processes

Processes linked to the disbursement of funds are painfully slow, as demonstrated in **Table 6** and **Figure 2a** below.[13]   According to the analysis summarized in Table 6, from IPEC HQ approval to the advance payment, it took five months, i.e. almost half a year.   The period between the advance payment and the second progress payment was 7.5 months, which is nearly two thirds of the year. Clearly, this is too long for follow-up AP activities, particularly those targeted to community members.

Table 6: Average Time taken for various processes linked to disbursement of funds

Process	Average time taken		
	Days	**Weeks**	**Months**
IPEC HQ approval to procurement approval	59	8	2
Procurement approval to advance payment	84	12	3
Advance payment to progress reports	196	28	6.5
Progress reports to 2nd progress payment	35	5	1

A case in point is that 96% of the 1,500 children (see **Table 7**) having been identified for withdrawal and prevention had to wait for 7.5 months before they could start receiving support. Clearly, this period is too long as many children would not wait. This would mean re-starting the process of identification of children once the next installment of funding comes in.

The longest period (6.5) months between any two successive processes was between advance payment and progress reports. This underscores the capacity problems of IAs highlighted in **Section 3.2**. This point was strongly emphasized during the stakeholders workshop. One workshop participant put it this way:

> *"Implementing agencies find it easier to spend money than to justify the expenditure of that money"*

This is why the five recommendations in **Table 5** under "disbursement procedures" become particularly crucial. The fifth recommendation regarding the need to ensure reporting is undertaken as soon as the implementation of an AP has started must be particularly underscored.

Table 6 and **Figure 2a** show that there is no significant change regarding disbursement procedures following the recommendations of the final evaluation of Phase I. It is, therefore, not surprising that concerns have been raised by various stakeholders, including ILO/IPEC staff who are giving this matter consideration.

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[13] The total time was calculated involving every stage of the process, for each IA. The average time taken for each stage of the process was calculated based on the total time it takes for each stage of the process for all the IAs.

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Figure 2a: Timing of Various Processes Linked with Disbursements (in months)

A bar chart titled "Figure 2a: Timing of Various Processes Linked with Disbursements (in months)". The y-axis is labeled "Time Taken (in months)" ranging from 0 to 7. The x-axis is labeled "Various Processes". The bars show:
- IPEC HQ approval to procurement approval: 2
- Procurement approval to advance payment: 3
- Advance payment to progress reports: 6.5
- Progress reports to 2nd progress payment: 1

4.1.3   Lessons/Recommendations:

See **Table 5** second column.

4.2   Achievement of Objective Targets

4.2.1   Key Issues – Achievement of Objective Targets

Phase II had two immediate objectives, namely: (i) by the end of the project, model interventions for the prevention and elimination of CL in tobacco growing are in place in Urambo district; and (ii) by the end of the project, capacity of communities and relevant institutions will have been strengthened to address CL issues in a sustainable manner.

Both objectives are meant to achieve the targets highlighted in **Table 7** below. In the case of the first objective, the extent to which the targets would be realized by the end of the project would be a good indication of how well the models used to prevent and eliminate CL in tobacco growing are working.   Similarly, given that the project is working through local structures/institutions/partners, the efficiency and effectiveness with which the targets would be realized by the end of the project would provide insight into the capacity of these organizations and structures in addressing CL issues.

Table 7: Achievement of Targets at MTE

Project Start		Achievements	
Target	Description	At MTE	%
1,500	Children withdrawn/prevented through education opportunities	61	4
200	Children provided with formal/informal vocational training skills	0	0
300	Parents and guardians supported with IGAs[14]	312	104

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[14] At MTE, 312 individuals had been reached and provided with sunflower seed under this output. However, it is too early to see how many of these individuals will actually experience an increase in income based on this project intervention.

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4.2.2   Key Findings – Achievement of Objective Targets

The project performance at the time of the MTE was low (see **Table 7** and **Figure 2**).[15]   The 104% parents and guardians who had received sunflower seed at the time of the MTE towards an IGA support had not even planted the seeds. Actual production had not yet started as sunflower is planted in January/early February. The actual effect can only be determined after the harvest and sales of the crop. This will enable an assessment of the actual number of parents and guardians benefiting from the sunflower IGA by working out their increased household income from the IGA. This would eliminate those who cannot plant due to circumstances beyond their control such as sickness and death. At MTE, it would have been more appropriate, therefore, to deal with those IGA beneficiaries who would have gone through a complete production cycle, i.e. from planting to harvest and sales.

Children withdrawn/prevented through education opportunities were only 4% out of a total target of 1,500 while none of the 200 ear-marked for vocational training had received anything (see **Figure 2**). On the other hand, caregivers (parents, guardians) who had received seed at MTE were 312, out of the targeted 300.

Figure 2: Target Achievements at MTE Expressed as a %
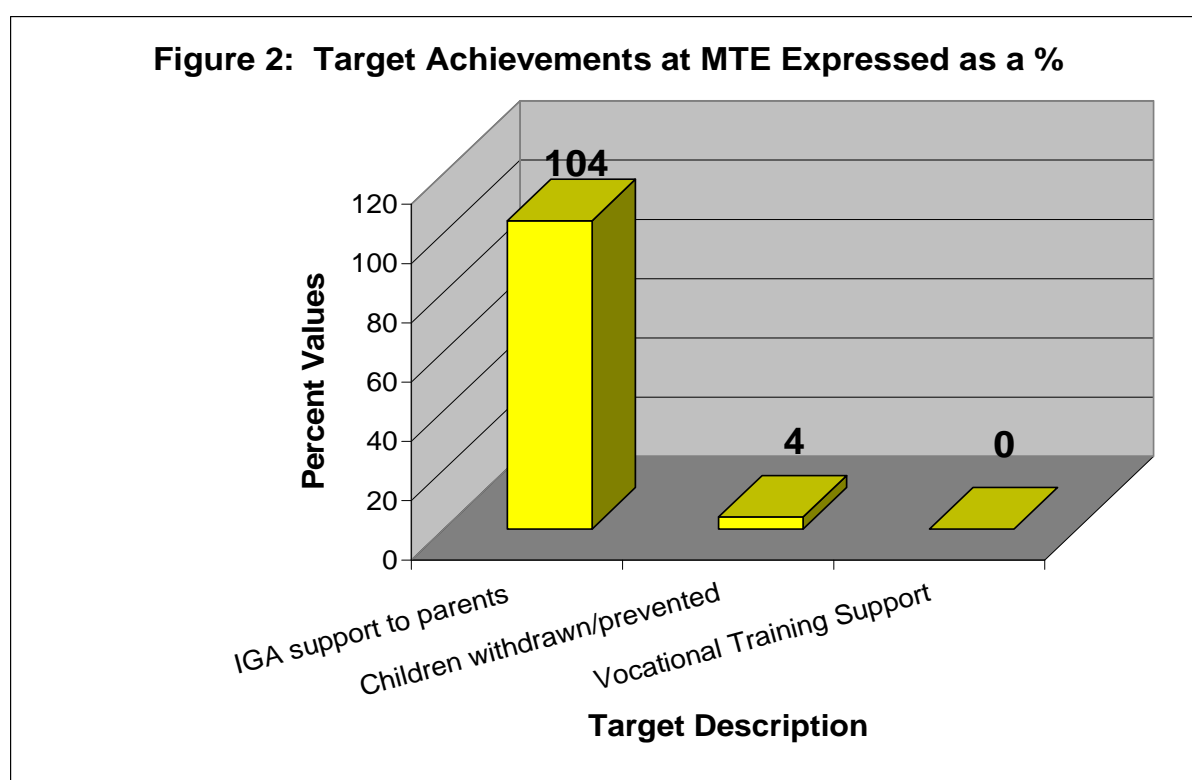
The relatively small number of children who had been withdrawn at MTE, i.e. 61 or 4% was primarily due to the lengthy disbursement procedures alluded to in **Section 4.1(b)** above. At the time of the MTE, many children (IAs could not give the exact numbers) had been identified as potential project beneficiaries but funds had not yet been received to effect the actual withdrawal. This led to the revision of the lists of identified children from time to time as a

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[15] As already noted in **Section 3.2**, an attempt was made to get elaborate data, as much as possible, from IAs regarding the status of implementation of the various AP activities. Unfortunately this was not availed to the evaluators. Consequently the evaluators had to work with what was available. It needs to be underscored, therefore, that the data presented under **Section 4.2** is a rough estimate. Nonetheless, the evaluators feel that it does give an indication of the overall picture of the performance of the project.

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certain number would no longer be available due to the long period between identification and actual withdrawal.

Though at mid-term the performance achievement is very low (as noted from **Table 7** and **Figure 2** above), the evaluators are confident that the project will achieve its targets in its remaining half life. This is on account of the following reasons:

First, in the first six or so months after project start, focus was on completion of the APs carried forward from the previous phase. Naturally, this occupied the project office as well as some of the IAs who are involved in both phases. Though the total budget of the six carry over APs is only 16 % of the budget for the eight Phase II APs, the administrative and other pressure exerted on the institutions and structures concerned arising from the implementation of the six APs would still have been expected to be considerable.

Second, it takes time to select suitable IAs as well as to build their capacity. Selection and capacity building of IAs took on average, six months.[16]

Third, the MTE was undertaken at a point when the processes of getting the next disbursement of funds to the IAs had reached an advanced stage. All IAs had already submitted their progress and financial reports and UTSP management and ILO/IPEC Dar es Salaam had provided the necessary comments. It is expected that all IAs will make great progress in the implementation of their respective APs once they have received the money. As a matter of fact, almost all IAs are expected to meet their targets once they get the next funding.

Fourth, in terms of vocational training for the 200 targeted children, three IAs (Hope, A2N and CFC) had already concluded arrangements with the Folk Development College (FDC) to train 500 children this year, as already noted in **Table 5** above. The government, through the Ministry of Community Development has committed itself to providing all the needed materials for the training. Arrangements between FDC and the Ministry are such that the training materials will be made available immediately once the contract between FDC and the respective clients has been signed.

4.2.3   Lessons/recommendations – Achievement of Objective Targets

It is **recommended** that the Project Office (UTSP Management in Urambo) gets more involved in monitoring and evaluation of AP activities as well as IAs in the remaining half of the project life if the project is to adequately achieve its set objectives in a timely manner. This is particularly important given the disparity in some cases, in the information contained in the Technical Progress Reports (TPRs) in phase I and what was actually on the ground. It will be vital that UTSP Management gets more involved in the monthly review meetings held by IAs and uses those as a forum to get the necessary details regarding implementation progress of various APs for further verification and triangulation. This will keep the IAs "on their feet". One of the reasons why the Project Management did not regularly participate in IAs monthly meetings was due to the fact that they did not receive notification about such meetings in good time. **Action by:** UTSP Management and ILO/IPEC (the latter to ensure adequate logistical support for such an undertaking). It is further **recommended** that an assessment be undertaken at the end of the agricultural season (i.e. after crop sales) to ascertain additional household income accruing to farmers resulting from sunflower production as an IGA. This could be done through a simple household income survey. **Action by:** UTSP Management with support from ILO/IPEC. It is further **recommended** that a specific day of the month be agreed upon for holding IA meetings. For instance, "every Monday of the first week of the month" or "every Friday of the third week of the month…", etc. All stakeholders (including UTSP Management) should be informed accordingly in writing about such a schedule. **Action by:** IAs.

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[16] Source: Stakeholders' workshop, Tabora, Tanzania, 29th January 2009.

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4.3   Funds Budgeted and Expended

4.3.1   *Key Issues – Funds Budgeted and Expended*

The level of expenditure of budgeted funds provides an indication of the implementation capacity of various institutions as well as the progress of what is on the ground. Consequently, there is a correlation between utilization of budgeted funds and physical progress on the ground if funds are utilized according to the Work Plan and Budget.

4.3.2   *Key Findings – Funds Budgeted and Expended*

A total of US$ 1,439,671 was approved to meet the overall cost of UTSP of which US $ 662,050 (or almost 46%) was approved for AP implementation. According to data provided by the project office, 29% of the total budget of US $ 662,050 ear-marked for APs in Phase II had been expended at MTE (see **Table 8** and **Figure 3** for details).[17]

Table 8: Approved Budget (US $)

Total UTSP approved budget	AP Implementation			Total Admin Support Budget	Other[18]
	Approved budget	Expenditure at MTE	% Expend. At MTE		
1,439,671	662,050	195,915	29%	519,760	257,861

The disparity between the percentage objective achievements, i.e. the highest being 4% (see **Table 7**) and the total budgeted funds disbursed and expended (29%, see **Figure 3**) is of concern. However, given that a number of preparatory activities related to capacity building and sensitization had already taken place, the project should still be able to turn things around in terms of meeting its targets if the MTE recommendations are taken on board, including support to IAs highlighted in **Table 5** above. It was absolutely necessary to undertake these preparatory activities to pave the way for a smooth implementation process.

Figure 3: Percentage of AP Budgeted & Approved Funds Utilized at MTE

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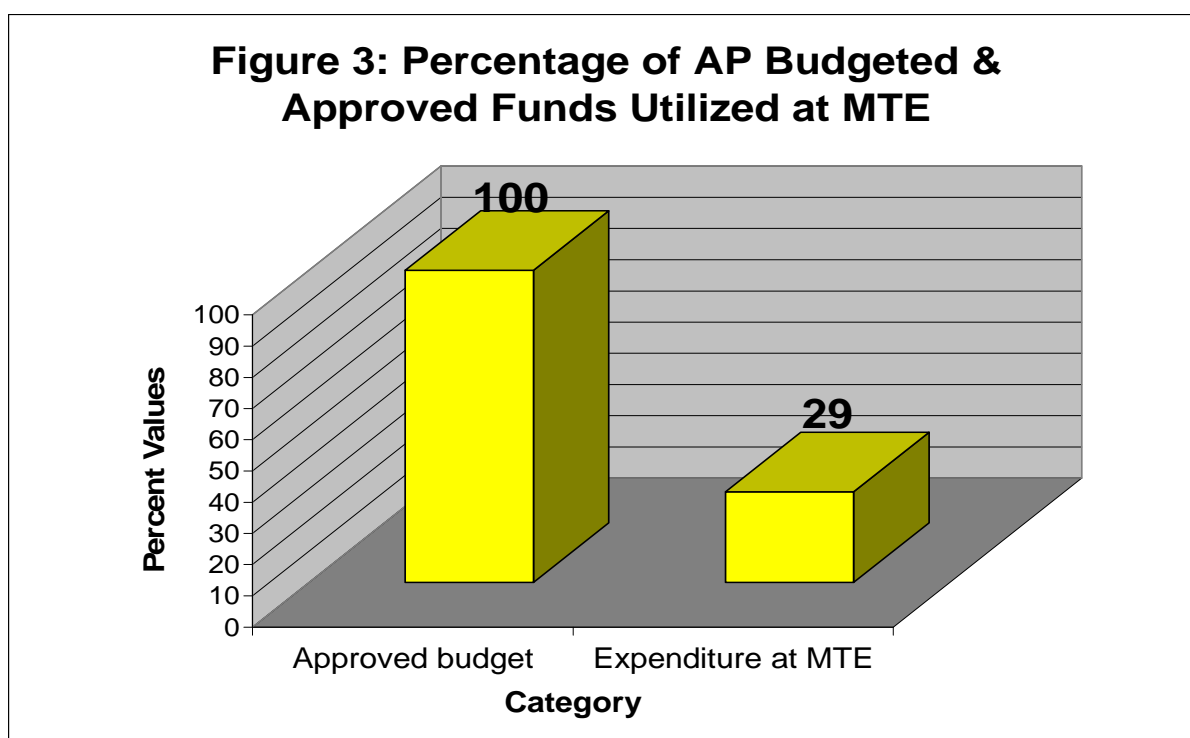
[17] It was not possible to break down the 29% at MTE by activity.

[18] Please note that the details for this were not availed.

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Expenditure by IA and AP ranged from 20% (for the IA that provided relevant education to 700 withdrawn children) to 98% (IA for basic CLMS and capacity building at ward and village level), see **Table 8** and **Figure 4** for details.

Figure 4: Percentage Funds Used by Action Programme/Implementation Agency at MTE
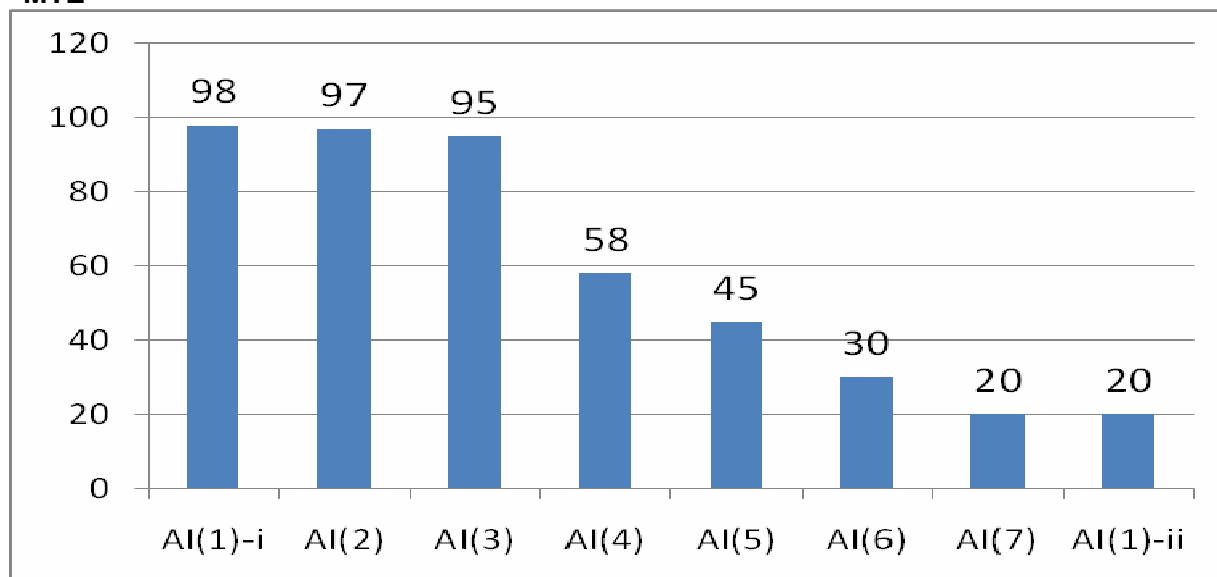
The least percentage expenditure (20%), see **Figure 4** is with regards to the provision of relevant education to withdrawn children. At the time of the MTE, all the children had been identified by the VCLCs working together with their respective Village Executive Committees. Some children had been identified as far back as five months ago from the time of the MTE. However, no support could be provided to the vast majority of the children because the IAs concerned were waiting for the next installment of funding. There were fears expressed by a number of VC members consulted that the children who had been identified would disperse due to the long gap between identification of the children and flow of scholarly support.

On the other hand, the high percentage expenditure of 98% (see **Figure 4**) relating to the Basic Child Labour Monitoring System & Capacity building at ward & village level was due to the fact that the focus was on sensitization and training, activities that were fairly straight forward to undertake.

4.3.3 Lessons/recommendations – Funds Budgeted and Expended

The *recommendations* in **Table 5** regarding disbursement and administrative procedures apply here. The recommendations under the disbursement procedures to be *Action by:* UTSP Management; ILO/IPEC Dar es Salaam and Geneva (in terms of provision of logistical support), and IAs. Those under administrative procedures to be *Action by:* UTSP Management; NISCC and IAs.

4.4 Strengthening of Local Partners/Institutions

4.4.1 Key Issues – Local Partners/Institutions

Phase II attaches great importance on strengthening of local partners and institutions. This is vital for ensuring a sustained fight against the worst forms of child labour beyond the project life. This is embedded in the second immediate objective: "*By the end of the project, capacities*

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of communities and relevant institutions will have been strengthened to address CL issues in a sustained manner".

Local partners/institutions are based at various levels of UTSP Phase II implementation, the majority being at district and sub-district level. ***Section 3.3*** above elaborates on various partners/institutions at both upstream and down stream levels.

4.4.2   Key findings – Local Partners/Institutions

The project has undertaken a number of efforts aimed at building the capacity of local partners/institutions. Four examples are given. *First,* sensitization and awareness creation workshops against the use of CL have been held involving a number of partners and institutions including tobacco companies. Sensitization involving tobacco companies has clearly borne fruit as evidenced by the continued increase in the number of oxen given out on interest free loan basis to tobacco growers (farmers) by the two tobacco companies operating in Urambo district. For instance, the number of oxen loaned out by Alliance tobacco increased from 52 in 2004 to 801 in 2008, an increment of more than 15 times in 5 years. Similarly, oxen loaned out to farmers by the Tanzania leaf tobacco increased from 24 when the company initiated the programme, to 180 in 2009 (i.e. what the company has allocated for the year 2009). This is an increment of more than 7 times in 3 years (see **Figure 5**).

According to consultations with a representative of Alliance Tobacco in Urambo district, oxenization has a number of benefits, including the following:[19]

 (i)   It brings about direct reduction in CL needs as one pair of oxen is equivalent to six manpower. This means that the tasks that would have needed CL such as transportation of tobacco are done quickly and more efficiently.

 (ii)   There are multiplier effects thereby enhancing the impact of oxenization. As neighbours hire oxen, their CL needs are drastically reduced (according to an interview with Alliance Tobacco).[20]

 (iii)   The increased efficiency in tobacco transportation translates into better quality and increased quantity. For instance, losses are estimated at 40% per hectare using manual labour. However, in fields where oxen have been employed, the losses have been reduced to about 20%.

 (iv)   Linked to the third benefit, improved quality and increased quantity translates into increased household income as well as revenue for the tobacco companies. This will further negatively impact CL as increased household income will enable caregivers (parents and guardians) to send their children to school. Increased revenue for tobacco companies will enable the companies to enhance their capacity to further invest in activities that aim at reducing the WFCL.

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[19] The stakeholder consulted from Alliance Tobacco cited a clear observable difference in improved livelihoods of project participants compared to non-participants as manifested in among other things the following: more children being sent to school; increased asset ownership such as bicycles, livestock, radios, etc. The stakeholder emphasized the need for an impact assessment that would go a long way in quantifying the benefits resulting from the oxenization project.
[20] Actual effects could not be determined in the absence of an impact assessment, a point which stakeholders fully appreciated.

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Figure 5: Number of Oxen Loaned Out by the 2 Tobacco Companies, 2004 to 2009
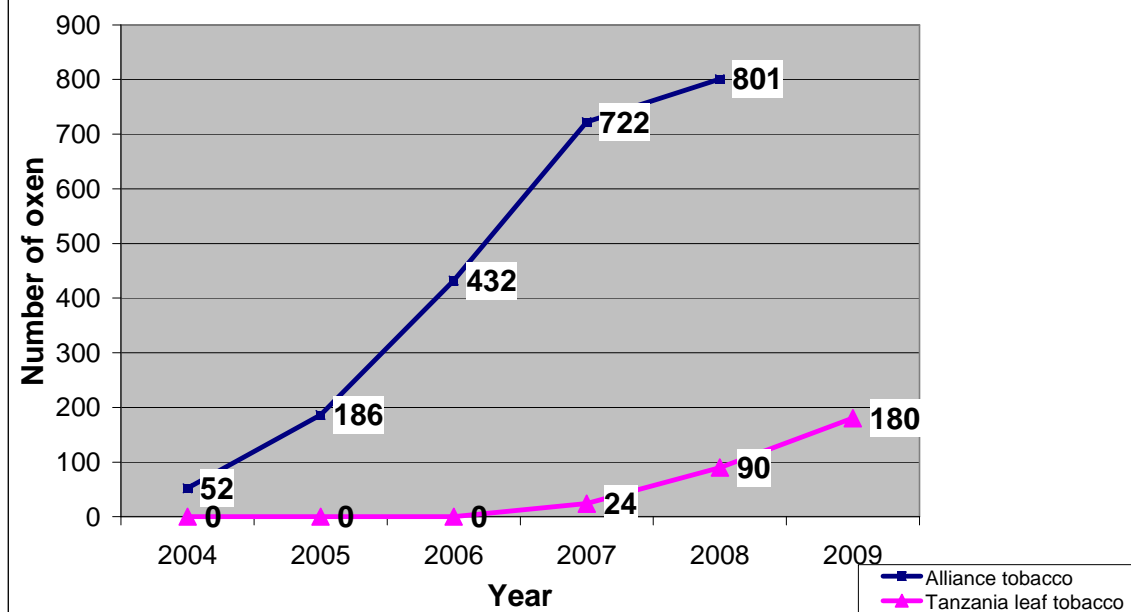
Second, the project is involved in sensitizing leaf technicians who come to Urambo for a six months training at the Tanzania Leaf Tobacco Company training centre/farm. Eighty percent (80%) of leaf technicians in Tanzania are trained in Urambo. UTSP is given 10 hours per week (towards the end of the course) to sensitize the leaf technicians on CL issues. Once they graduate, it is intended that the technicians carry the message about the fight against the WFCL wherever they go, thereby impacting the whole country. During their training, the technicians are exposed to the strong stance taken by the training centre/farm which demonstrates their views regarding CL by undertaking good practices such as: (i) The farm does not hire (for its casual labour requirements), anyone under the age of 18 years.[21] (ii) The farm workers who are involved in CL are asked to leave the farm, an incident that has occurred at least twice (according to the Tanzania Leaf Tobacco Company Training Centre Farm Manager). The impression of the MTE team is that the centre was genuine in its bid to inculcate the fight against CL ethos into the tobacco leaf technicians and that the technicians are taking this seriously. Though the MTE team had no opportunity to interview tobacco leaf technicians, it was clear that as parents/guardians, the technicians would not take a different stance from the one taken by the rest of the stakeholders interviewed, that of being sympathetic to the fight against the WFCL.

Third, a point already alluded to in **Section 3.3**, the project has promoted useful synergies with other programmes targeting CL issues. Two examples are worthy of note; (i) TEACH through PAC and PCC, and (ii) the ILO Project of support to the TBP through lessons and various supportive upstream activities it facilitates.

Fourth, linked to the third point above, the project has facilitated, strengthened and promoted institutional structures and fora that bring together various stakeholders concerned with the fight against the WFCL. This is particularly so at district and community level. Examples include; the DCLSC, PAC, TCC, and the VCLC. All these have provided an excellent platform for partners and institutions concerned to strengthen and build each other through exchange and cross-pollination of ideas.

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[21] During the peak period, the farm/centre hires up to 200 casual labourers.

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4.4.3   Lessons/recommendations - Local Partners/Institutions

One of the greatest avenues for sustaining the fight against CL beyond the project life is the involvement of private sector institutions. The tobacco companies have done particularly well in the oxenization program. It is ***recommended*** that an impact assessment study of the oxenisation efforts by the two tobacco companies be undertaken in order to quantify the actual impact of this intervention, including: (i) the extent of reduction in CL usage by the households owning oxen as well as those hiring oxen; (ii) Increase in household income of households owning oxen as well as those hiring oxen (arising from increased quality and quantity due to increased transportation efficiency); (iii) incremental revenue to tobacco companies arising from increased quantity and quality per unit area. A local consultant could easily undertake such a study. ***Action by:*** The two tobacco companies. It is further ***recommended*** that the tobacco companies scale up the oxenization program. The companies are further requested to engage in other avenues aimed at reducing child labour in the district.

4.5   Monitoring and Evaluation Issues

4.5.1   Key Issues – M&E

An effective Monitoring and Evaluation (M&E) system is absolutely critical to the timely realization of the set objectives in a cost-effective manner. Such a system provides a basis for decision making by management and other stakeholders to direct implementation performance.

4.5.2   Key Findings – M&E

What is in place:
Two components of the M&E system have been successfully developed, namely:

(i)   ***External monitoring:***   As the name suggests, this component is undertaken primarily by those who are not part of the day to day project implementation. This has two main parts; (a) Evaluations[22]; and (b) donor missions,[23] undertaken periodically. Both components are aimed at guiding the implementation performance of the project as they come up with specific observations and recommendations.

(ii)   ***Internal monitoring:*** This is primarily undertaken by those who are part of the project implementation process on a day to day basis. UTSP Phase II has three parts of the internal monitoring process; (a) AP progress monitoring by IAs. This is built into the AP and it is meant to be part and parcel of the implementation process; (b) Technical Progress Reporting. This is again undertaken by IAs. The information is reported to ILO/IPEC every six months. It is a requirement for continued funding of an AP. (c) Direct Beneficiary Monitoring and Reporting (DBMR). This is again carried out by the IAs. It is primarily meant to track improvements in the livelihoods of project beneficiaries brought about by the various interventions.

Challenges:

The M&E system had some challenges. Two of them are worth highlighting;

(i)   ***External Monitoring:*** Evaluations have difficulties in analyzing higher level indicators (i.e. at immediate objective level) because the primary focus of the

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[22] Please note that this is the point of view of the evaluator. ILO does not consider evaluations as external monitoring tools.
[23] Donor in this case refers to ECLT.

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indicator matrix is lower level indicators (i.e. activity and output indicators). In addition, the majority of indicators do not meet the SMART criteria. This is well elaborated in **Section 3.5** of this report. The result of this is that it is a challenge to measure the impact of the project towards improving the livelihoods of its target populations.

(ii)   ***Internal Monitoring:***   Three of the major ones are hereby noted; (a) AP progress monitoring needs improvement in terms of depth, frequency and consistency. As it currently stands, it lacks predictability. This has inevitably affected implementation performance on the ground. (b) Greater effort needs to be made regarding TPRs for it to capture what is actually on the ground. There is a certain way in which the TPR is looked upon as an ILO/IPEC[24]-driven requirement and appears to lack ownership by those involved in it. Unless this attitude is corrected, the use of TPRs is in danger of being undermined. (c) DBMR has a number of areas of concern. *First,* there were complaints of bulkiness hence time consuming. IAs talked of having to depend on other stakeholders on the ground, particularly teachers, to assist in filling in the document. *Second,* similar to the observation made in case of TPR, there was inadequate ownership of the DBMR by IAs. It is vital that IAs own the DBMR system to enable them to use the information it generates to improve implementation performance of their respective APs.

4.5.3   Lessons/recommendations – M&E

Recommendations in *Section 3.5 (i.e. Other Issues)* apply here. It is further ***recommended*** that action is undertaken to enhance ownership by IAs of TPRs and DBMR as their tools for improved implementation performance of their respective APs. In case of DBMR, this may need simplifying the document to make it more user-friendly. According to the IAs, there are a number of sections that are repeated, for instance questions 58 and 68 are the same. In addition, it is ***recommended*** that the M&E be re-oriented to focus on impact assessment including that of IGAs. *Action by:* IAs, UTSP Management and ILO/IPEC Dar es Salaam and Geneva.

5.   RELEVANCE

Two key issues are focused upon relating to relevance: (i) responsiveness of the design to real needs of beneficiaries and persistence of conditions that gave rise to project, and; (ii) coherence of project strategies with national and local plans.

5.1   Responsiveness to Real Needs & Persistence of Conditions

5.1.1   Key Issues – Responsiveness to Real Needs & Persistence of Conditions

This focused on whether the project design was such that it responded to the real needs of beneficiaries. A project is meant to be a response to an identified problem(s) being faced by a given population. Consequently, its design should be such that it addresses the identified problem.

5.1.2   Key Findings – Responsiveness to Real Needs & Persistence of Conditions

Child labour is a core development concern in the Urambo district. It is primarily an off-shoot of poverty arising from a number of factors, including orphanhood due to high prevalence of HIV/AIDS. The project was appropriately designed to respond to the communities' and children's real needs, i.e. CL. This problem was well appreciated at all levels, i.e. household

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[24] ILO/IPEC is the executing partner.

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level (i.e. parents with children who were receiving support), community level (i.e. Village Executive Committee) and district level.

Apart from CL, conditions that necessitated the design and implementation of the project have continued to persist, namely high poverty levels leading to persisting high vulnerability levels. For instance, out of a total of the randomly selected 67 pupils interviewed from four primary schools, more than half (52%) registered for support from the project due to poverty (see **Table 9** and **Figure 6**).

Table 9: Pupils interviewed and reasons (other than CL) for being project participants[25]

Primary school	No. of pupils interviewed			Year registered in the project	Reasons for registrations			
	Boys	**Girls**	**Total**		**Poverty/family economic hardship**	**Lost one parent**	**Lost both parents**	**Sub Total**
Motomoto	9	14	23	12 - 2008 11 - 2009	12	7	4	11
Vumilia	5	4	9	2008	2	5	2	7
Kapilula "A"	4	5	9	2008	5	3	1	4
Ulasa "B"	10	16	26	2008	16	10	-	10
Total	28	39	**67**	-	**35**	25	7	**32**

Of the 67 children interviewed, 39 or close to 60% were girls. Orphanhood is still prevalent, accounting for 48% (nearly half) of the 67 children interviewed (see **Table 9** and **Figure 6**). Of those orphaned, 25 or 78% were single orphans and the rest double orphans.

According to teachers interviewed, in most schools Orphans and Vulnerable Children (OVC) were at least one third of the total population of pupils in the school. On average, out of the total population of OVC in a school, the project support would only be adequate for about a third of the OVC due to the inadequacy of resources or conversely, due to the magnitude of the high vulnerability problem of children.

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[25] Only the children in the programme were interviewed.

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Figure 6: Reasons for Children Registering for Support from UTSP (%) other than CL
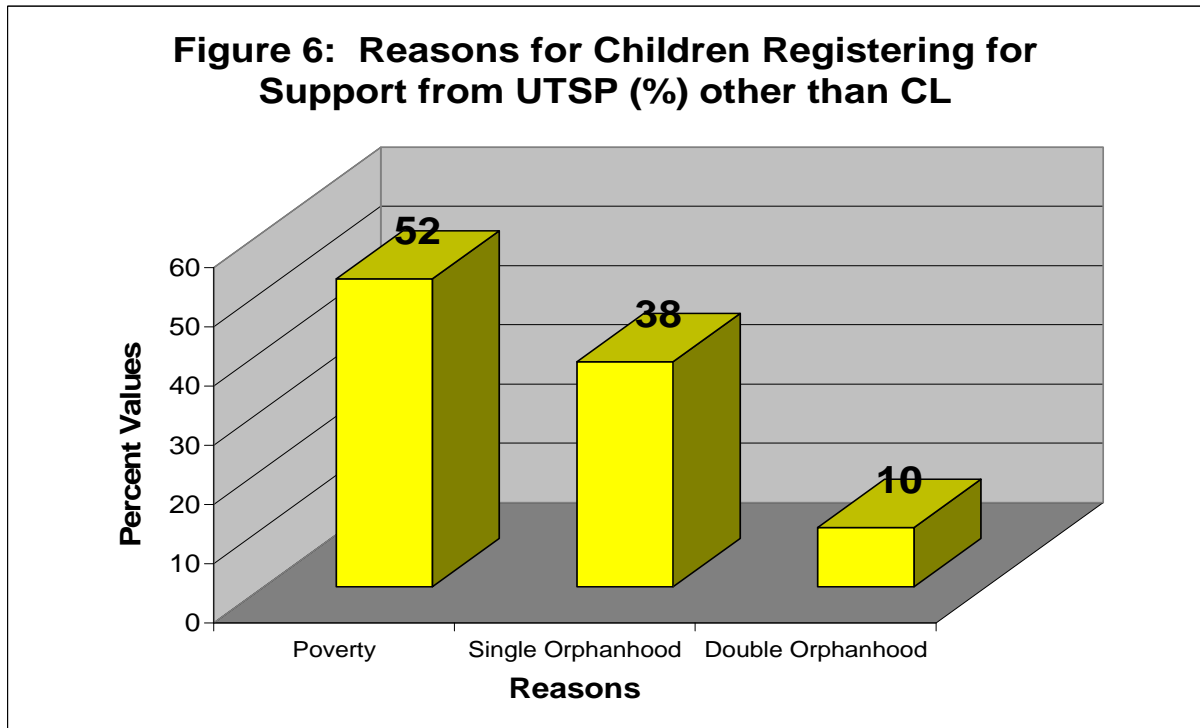
5.1.3   Lessons/Recommendations - Responsiveness to Real Needs

CL issues are deep rooted in high poverty levels and, therefore, require sustained concerted efforts by all stakeholders in order to reasonably deal with them. It is *recommended* that government takes leadership in fighting CL and its root cause, poverty. The other efforts being made by other stakeholders, including ECLT and ILO/IPEC through UTSP, should only be seen as supplementary to what the government is doing. It is crucial, therefore, that the government makes budgetary provisions for CL issues in all its critical ministries and departments dealing with CL issues, including those that are part of the DCLSC. NISCC is the appropriate institution to engage the government on this. As already alluded to earlier, NISCC should have a strong representation of PAC in its membership, particularly those who deal with CL issues on a day to day basis. *Action by:* NISCC and PAC.

5.2   Coherence of Project Strategies

5.2.1   Key Issues – Coherence of Project Strategies

It is not uncommon for many development interventions/projects to operate outside the national development plans and national policy framework. This leads to confusion as such interventions do not contribute towards the realization of the national development goals and objectives. In this regard, it was necessary for the evaluators to assess the extent to which project strategies fit in with national and local development plans in Tanzania, a critical issue if project benefits and activities are to be sustained beyond the project life.

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5.2.2   Key Findings – Coherence of Project Strategies

There is an excellent coherence of the project strategies with national and local development plans in the country as demonstrated by **Table 3** "*Selected National Strategies and Programs dealing with WFCL*" under **Section 3.3**. The evaluators also did note that there is an adequate policy framework within which CL related interventions operate, including UTSP as demonstrated by **Table 2**. There are a number of interventions related to CL issues with which synergies, coordination and collaboration exist as evidenced by **Table 1**.

5.2.3   Lessons/Recommendations – Coherence of Project Strategies

There is need to have strong national and local level fora responsible for strengthening the project's coherence with the national and local development plans of Tanzania. This would be particularly appropriate if focus began at the local level. As already noted earlier on in this report, at district level, the DCLSC is well suited to undertake this function. Unfortunately, it is weak and in dire need of strengthening. Its composition is excellent as it includes critical institutions. The earlier *recommendation* regarding the DCLSC applies here as well.

6.   SUSTAINABILITY

Efforts towards sustainability of project activities and benefits beyond project life have been considered at three levels, namely; (i) Efforts by the project; (ii) Efforts at the district level, and (iii) Efforts at community level.

6.1   Sustainability efforts by the Project

6.1.1   Key Issues – Sustainability Efforts by the Project

The project design was such that it included a number of aspects that have implications on sustainability. A number of these were to be facilitated by the UTSP management. An assessment was undertaken to establish the extent to which these were undertaken.

6.1.2   Key Findings – Sustainability Efforts by the Project

A number of efforts have been undertaken that have implications on sustainability. The key ones are noted below:

(i)   ***Capacity building of key District Council staff through short-term training in CL issues:*** The project did have this as a priority area during the first part following its kick-start. This process is on-going. For instance, the District Child Labour Coordinator is absolutely critical for running with the project activities and benefits beyond the project life. He was sent to Europe for a short-term training in CL issues. The district covers part of the cost for training in Turin. The project has held a number of capacity building sessions for other district level stakeholders, including IAs.

(ii)   ***Implementation of project activities through local institutions:*** The project has worked tirelessly to get all its activities implemented through local institutions at both district and sub-district level.

(iii)   ***The IGA concept for parents and schools:*** In a bid to ensure that the children that have been prevented and withdrawn from CL do not go back to CL on account of harsh economic conditions, the project has, among its strategies, sought to assist caregivers (parents and guardians) with support towards IGAs. Though this is yet to

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be fully operationalized and still needs more careful consideration in terms of the nature of IGAs to support, this is an excellent strategy. Selected schools have been given support towards establishment of IGAs in a bid to enhance the capacity of such schools to support OVC. For instance, supporting schools with agricultural inputs and basic equipment with the view to producing food which would partly be used for school feeding programs. Interviews with community leaders and the Deputy Head Teacher in one of the areas where a beneficiary school for such support is located reviewed a number of challenges. Two of the challenges are highlighted here. *First,* there was inadequate or a complete absence of technical backstopping. *Second,* there was an absence of a comprehensive feasibility study aimed at assessing the viability of IGAs to guide the selection of the most suitable ones. There should have also been comprehensive selection criteria in terms of which schools to target for IGAs and the sequencing of such schools in terms of their receipt of the IGA support. With these challenges which are primarily technical in nature, the MTE team is of the view that the effective implementation of IGAs in schools is far fetched this year.

(iv) ***The effort to establish strong networks with other stakeholders including tobacco companies:*** This has worked well as illustrated and elaborated in **Section 4.4** above.

(v) ***Study on the exit strategy:*** The project has funded a study on the exit strategy which is expected by the end of March 2009. It is expected that the report in question will highlight useful recommendations to facilitate a smooth exit that promotes sustainability.

6.1.3   Lessons/recommendations – Sustainability Efforts by the Project

Recommendations already made on the above issues dealt with earlier on in this report do apply here as well.   In addition to these, it is further ***recommended*** that before any IGA is implemented in the future, there should be a feasibility study aimed at assessing which IGAs are suitable and for which area. For agricultural related IGAs, there should be greater involvement of the agricultural staff at all levels of the IGA cycle, from identification, to appraisal, implementation and monitoring and evaluation. Technical inputs should be provided by agricultural staff at all these levels. This recommendation applies for non-agricultural IGAs as well. *Action by:* UTSP Project Management

6.2   Sustainability Efforts at the District Level

6.2.1   Key Issues – Sustainability Efforts at the District Level

Strong capacity at the district level is critical if the fight against the WFCL is to be effectively continued beyond the project life. It is at this level that strong monitoring and evaluation as well as backstopping of the sub-district CL issues is supposed to be undertaken. In this regard, the evaluators undertook an assessment aimed at establishing such issues.

6.2.2   Key Findings – Sustainability Efforts at the District Level

(i) ***Inclusion of CL issues in District Council's budget:*** Discussions held with the District Executive Director revealed that the Council is ready to include CL issues in its budget once details are discussed. The Council needs full information to enable it to adequately deal with other competing needs. The need for Urambo District Council to make provisions for CL issues in its budget was further underscored during the stakeholder workshop in Tabora. In a speech to open the workshop, the Tabora Regional Commissioner, represented by the Tabora district

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commissioner emphasized the need for the Urambo District Council to set aside 10% of its proceeds from all tobacco levies to go towards the fight against the WFCL.

(ii) ***Establishment of DCLSC:*** Though it needs strengthening, the establishment of the District Child Labour Sub-committee is an important step towards sustainability. As already indicated above, this committee is critical in coordination, monitoring and evaluation as well as backstopping CL activities in the district. Given that it is a government structure (unlike PAC and PCC), it has in-built permanence.

6.2.3   Lessons/recommendations - Sustainability Efforts at the District Level

It is a good sign that Urambo District Council as well as the provincial level government machinery have agreed on making provisions for budgeting for CL issues. This is most welcome. It is *recommended* that UTSP Management quickly provides the Urambo District Council all the information it needs to make an intelligent assessment and allocate an adequate amount of money for CL issues in its budget. It is further *recommended* that the provincial and national level government machinery exerts sustained pressure on the Urambo District Council to ensure the implementation of at least 10% allocation of all tobacco levies towards CL issues.

6.3   Sustainability Efforts at Community Level

6.3.1   Key Issues – Sustainability Efforts at Community Level

The WFCL primarily manifest themselves at community level. This is where children are engaged in tobacco farms. While the project has done well in creating sufficient awareness regarding the negative consequences of CL and supported a number of interventions aimed at fighting the WFCL, it is critical that all these efforts be sustained at this level beyond the project life. For this reason, the evaluators undertook to assess the extent to which sustainability issues were being promoted at sub-district level.

6.3.2   Key Findings - Sustainability Efforts at Community Level

(i) Creation of institutions directly dealing with CL issues at community level was an important effort towards sustainability. The VCLC is a case in point. Most of the committees were self-motivated and very enthusiastic. They were self-driven and pro-active even in the face of minimal backstopping, a point which the majority of committees visited complained about. Other complaints were about inadequate training, particularly follow-up training.

(ii) In two of the schools interviewed, the school feeding program which was started by the project in 2008 has been taken up and expanded by parents/guardians and the village committee leaders, to include all pupils. The feeding programme was started in at least two schools. This has had the effect of increasing school attendance by at least 90%. This is expected to result in improved performance by the pupils, given their consistency in attending classes. Furthermore, this is bound to lead to more pupils being selected for secondary school education. TEACH has had a similar positive experience in one of its operation areas where, having started a school feeding project, the parents/guardians and village committee members have taken it up and increased its scope to include the whole school. In both cases highlighted above, the resources used are from within the respective communities themselves.

6.3.3   Lessons/recommendations - Sustainability Efforts at Community Level

There is inadequate backstopping and monitoring of the community level by the district level. This point came out strongly in all the six wards visited, out of the nine wards where the project

is operating. In several communities district level stakeholders had promised to come back by a certain date to initiate project activities. However, by the time of the MTE, in some cases, up to six months had elapsed without them fulfilling their promises. This created unnecessary hostility between IAs and the communities and weakened the good relationship between the communities and the IAs. It is *recommended* that all district level stakeholders, particularly the IAs, the DCLSC and the UTSP Management step up sub-district level monitoring and backstopping. One way this could be done is that the three entities come up with a schedule of combined visits on a quarterly basis. This would avoid duplication and improve the efficiency of resource utilization. *Action by:* IAs, DCLSC and UTSP Management.

7. LESSONS LEARNT

The lessons are dealt with in the following way: (i) highlighting the general lesson learnt, and (ii) briefly discussing the context in which the lesson was learnt. Such a presentation is meant to deepen the appreciation of a lesson. The order in which the lessons appear is not necessarily a reflection of their respective importance. The lessons have been grouped according to the evaluation criteria beginning with design i.e. in cases where issues have been identified under such criteria.

Design

1.a **General lesson**: The capacity of an institution is dependent on a number of factors some of which may be beyond the control of the institution concerned. Consequently, during the design phase, it is crucial to undertake a comprehensive review of all factors that are likely to affect the performance of an institution (including whether the budgetary provisions for staff remuneration are sufficient to attract and retain qualified staff).

1.b ***The context of the lesson***: To a great extent, the low capacity of the IAs staff as well as their high staff turn-over was due to low budgetary provisions. The total Phase II budget for 14 APs over a period of nearly four years was US $ 662,050. What goes towards the administration is a fraction of the total budget, usually not more than 10% for projects of this nature. It is not surprising, therefore, that the IAs had a challenge to engage suitably qualified staff as well as to retain those engaged. This scenario suggests that a comprehensive assessment of institutional capacity alluded to in (1a) above was not sufficiently done.

Implementation

2a (i). **General lesson**: Resource leveraging and a well designed referral system that links up project beneficiaries and implementers to alternative funding sources, should be given serious attention at both design and implementation stages. In order to ensure that this is happening, the project's monitoring and evaluation system should include key performance indicators to facilitate the monitoring of financial and other resources being mobilized from alternative sources during project implementation.

2a (ii). **General lesson**: Linked to the point above, it is vital to abundantly make it clear the limitations of the project from the very start in terms of what it can do and what it cannot do. For a project of this nature that deals with a huge and complex problem (in this case WFCL) whose coverage is not only district wide, but also nation wide, there is always the danger of creating over-expectations. In this regard, it is important that such an aggressive sensitization and awareness package that underscores the fact that the project is only kick-starting efforts to deal with WFCL, should be embedded in its day to day operations.

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2.b   ***The context of the lessons****:* In many ways, some stakeholders demonstrated an over-dependence syndrome on the project. This was particularly evidenced by an out-cry from community leaders and teachers on the inadequate resources from the project. This matter came up in all the six out of the nine wards the project is operating in. The basis of such an out-cry were the large numbers of OVC who needed support. In a number of cases, there was desperation that was evident on account of the magnitude of the problem.

3.a   ***General lesson***: A public-private sector partnership can work well in the fight against the Worst Forms of Child Labour. The pre-requisite for such success is a carefully thought through sustained sensitization initiative that aims at bringing the private sector on board. It takes the private sector to appreciate at least two fundamental issues for it to respond appropriately: (i) the private sector's social responsibility, and (ii) the benefits to the private sector which tends usually to be long term, where such benefits apply.

3.b   ***The context of the lesson****:* The two tobacco companies operating in the Urambo district have responded well in their efforts to fight the WFCL. The most outstanding response by the tobacco companies relates to the oxenization programme whose growth has been impressive over the years. From the analysis in Chapter 4, the programme appears to be positively contributing to the fight against the WFCL through the usage of more efficient means of transportation. It also appears that the project is positively contributing towards household income which empowers households to provide for the school needs of their children.

8.   CONCLUSIONS AND GENERAL RECOMMENDATIONS

1. Notwithstanding the challenges relating to the effective implementation of UTSP Phase II that have been highlighted in this report (including: (i) lengthy disbursement procedures and; (ii) low capacity of IAs) the progress made by the project at MTE in meeting its objective targets is considerable. The project has successfully undertaken pre-requisite activities that would be a basis for accelerated completion of its whole mandate in the remaining half of its life. Such pre-requisite activities include: sensitization and capacity building of various partners and institutions at both district and community level. At the time of the MTE, the IAs had all successfully submitted documentation to trigger the next funding. For the vast majority of the APs, it is expected that the next funding will enable the respective IAs to reach their remaining targets.

2. On account of the foregoing, and the fact that Phase II started with the need to complete six carry over APs from Phase I, it is the evaluators' considered opinion that the project will successfully meet its targets in the remaining half of its life.

3. The magnitude of the CL problem in Tanzania is deeply rooted in high poverty levels, a fact that cannot be ignored in many developing countries. Poverty is a complex phenomenon. It needs a multi-faceted approach if it is to be dealt with adequately. In this regard, concerted efforts should be made by all stakeholders whether they be: government, the civil society or community members themselves. This is a long-term commitment. It is unrealistic to expect the project to resolve all CL related concerns in the areas it is working in given the magnitude of the problem, its root cause and the resource limitation. Consequently, the project should be seen as an initiative that has kick-started long-term sustained efforts by all stakeholders aimed at fighting the WFCL.

4. One of the greatest avenues for sustaining the fight against CL beyond the project life is the involvement of private sector institutions. The tobacco companies have done

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particularly well in the oxenization program. This should be encouraged all the more as it is one of the potential good practices. It is a model with high potential to fight the WFCL. However, there is need to undertake an impact assessment of the oxenisation programme by the two tobacco companies in order to quantify the benefits. This is likely to act as an incentive thereby triggering greater investment and more activities by the tobacco companies towards the fight against the WFCL in tobacco growing. Such a study is likely to motivate other stakeholders to get more actively involved.

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Annexes

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International Programme on the Elimination of Child Labour
ILO/IPEC

Final version: Basis
for contract
December 2008

Terms of Reference
for
the midterm evaluation of the project

"Combating Hazardous Child Labour in Tobacco Farming
in Urambo Phase II"

ILO Project Code	URT/06/P02/ECT
ILO Project Number	P. 250.08.159.002
Country	Tanzania
Duration	48 months
Starting Date	January 2007
Ending Date	December 2010
Project Locations	National level and selected districts
Project Language	English
Executing Agency	ILO-IPEC
Financing Agency	Elimination of Child Labour in Tobacco Foundation
Donor contribution	US$ 1,322,672

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1. The International Programme on the Elimination of Child Labour (IPEC) is a technical cooperation programme of the International Labour Organisation (ILO). The aim of IPEC is the progressive elimination of child labour, especially its worst forms. The political will and commitment of individual governments to address child labour - in cooperation with employers' and workers' organizations, non-governmental organizations and other relevant parties in society- is the basis for IPEC action. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.

Child labour in Tanzania

2. Tanzania joined the fight against child labour in 1994 when it signed a Memorandum of Understanding with the ILO to implement programmes to fight child labour. The ILO's International Programme on the Elimination of Child Labour (IPEC) began implementation with German funding soon thereafter in 1995 with programmes that aimed at building national capacity to tackle the problem of child labour and at directly reaching out to those children trapped in child labour by providing them with educational alternatives among others. A broad spectrum of actors have been trained, sensitized and mobilized to take action to end child labour. Among these actors are teachers, labour inspectors, trade unionists, employers, community and district leaders, NGOs, journalists, academicians, and research institutions to name but a few. A national child labour survey has also been conducted with IPEC support (2001 - 2002), and intensive media campaigns in partnership with state and independent media houses have been mounted. Tanzania ratified ILO Convention No. 138 on minimum age for entry to employment in 1999. In June 2001, Tanzania further ratified ILO Convention No. 182 on the elimination of the worst forms of child labour.

3. A National Child Labour Elimination Policy has also been drafted to guide interventions for addressing child labour. The policy is in accordance with the two core ILO conventions on child labour and lays the framework for interventions aimed at the prevention and ultimate elimination of child labour. It provides guidance on a mechanism for mainstreaming child labour elimination issues into other social and economic development initiatives, and outlines strategies to promote the rights of children, to improve their access to educational opportunities, and to safe guard them form work-related injuries and other risks. The draft policy has been reviewed and adopted by the ILO-IPEC's social partners and is currently in the process of being submitted to cabinet for final adoption.

4. Finally, child labour has been recognized in the national Poverty Reduction Strategy Paper (PRSP) that is currently guiding all social and economic development efforts in the country. Child labour is further included as an indicator for monitoring poverty under the PRSP. This recognition and inclusion opens up greater opportunities for mainstreaming child labour elimination efforts in a multitude of development efforts in Tanzania and therefore positively effective impact of interventions.

5. ILO/IPEC is implementing a Project of Support to the national Time-Bound Programme (TBP) that seeks to support the creation of an enabling environment, conducive to the elimination of worst forms of child labour. This required amongst other things the development of a Strategic Programme Framework and implementation of targeted interventions aimed at highly vulnerable groups at the district level to reduce the incidence of WFCL. In this regard, the IPEC Project of Support TBP is targeting 30,000 children up to the age of 18 years.

Tobacco sector in Tanzania

6. Tanzania is Africa's third biggest producer of tobacco after Malawi and Zimbabwe. The tobacco growing is undertaken by smallholder farmers, who are contracted by the tobacco companies. Tobacco growing requires high inputs of fertilizer and pesticides, which is provided by the tobacco companies, who later deduct the costs of the inputs from the payment.

7. The most common child work in tobacco growing is digging, tilling and making ridges, weeding, watering seed beds, transplanting seedlings, picking leaves, carrying them for curing and collecting firewood for the curing. It is evident that the work is heavy and health threatening due to use of pesticides, poor tools

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causing accidents, snake bites, spinal injuries due to the carrying heavy loads of fuel wood and leaves, and long hours of work with insufficient and/or inadequate meals.[26]

8. The work is lowly and irregularly paid and is often negotiated individually and orally. Studies showed that children working in the tobacco sector in Urambo worked for longer than hours than those in Iringa, were paid at random often of intervals of six months. The payment was lower than among those paid weekly or daily. The earnings are far less than the minimum requirements, often only a third or a quarter of the minimum payment. What is received is less than the contracted earnings as the employer deducts payments for food, medical expenses, fines and made-up expenses. The payment is made to the children themselves.[27]

IPEC ECLT Project

9. The first phase of the ILO/IPEC Urambo Tobacco Sector Project (UTSP) was launched in January 2004 and terminated in December 2006. The donor contribution of US$557,729, was provided by the Elimination of Children in Tobacco Foundation (ECLT), based in Geneva. The value of the ILO/IPEC support was about US$140,000 (on field and HQ administrative, management and advisory services amounting at more than 25% of the project total cost, and not initially budgeted on the project at its design stage). A final independent evaluation was conducted at the end of the phase I, the results of which were incorporated into the design process for the present phase II project.

10. In its direct action work, the UTSP adopted the good practices from TBP Support Project and COMAGRI. While TBP Support Project is a comprehensive project covering numerous sectors of worst forms of child labour, policy, enforcement, research, advocacy and other elements, the UTSP had a sector specific approach, focusing on child labour in the tobacco sector, and appropriate responses to its prevention and elimination but as such part of the project of support to the TBP.

11. The main objective of the project was to reduce incidences of child labour in the tobacco sector through capacity building of community and partner agencies in Urambo district so as to capacitate them to eliminate and prevent hazardous child labour.

12. The second phase of the project was designed to build on acquired partner skills from phase I and use these to address the root causes of child labour in tobacco growing in Urambo and at large and assist through its development of models of intervention the Government in achieving the MKUKUTA goals for elimination of child labour and poverty eradication.

13. The programme area includes 36 villages in Kaliua and Urambo divisions in Urambo district in the Tabora region. The project period is of four year duration from January 2007 to December 2010.

14. The direct action work undertaken the second phase with the children and communities is characterised by activities addressing the root causes of child labour. Phase II focuses on capacitating community and families by setting examples of solutions and capacity building of children, parents, communities and local institutions. The examples will show how the most pertinent child labour related problems could be solved in a manner, which is easily replicable and sustainable at district and village level. The upstream work, which is new, will aim at ensuring influence on relevant policy decisions and development of new structures and systems for addressing child labour issues in tobacco at large.

15. The second phase was designed to implement activities in coordination with and in supporting the GoT to achieve the goals of the existing national TBP on eliminating child labour in the country by 2011, as well as contributing to MKUKUTA achievement along with the IPEC project of support to the TBP.

16. The direct action work includes the following core strategies:
o   support of quality educational facilities,
o   establishment of viable IGAs,
o   building of institutional capacity of partner organisations, and
o   development of simple participatory monitoring system

17. The mainstreaming, integration and policy work includes:
o   input in national discussions and decisions on policies and programmes that impact child labour,
o   development of model interventions to transfer experiences to the tobacco industry at large and engage them in elimination of child labour.

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[26] A. Masudi et al: Children working in Commercial Agriculture – Tobacco: A Rapid Assessment, ILO/IPEC, November 2001.
[27] Ibid

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18. The objectives of the present project are that by the end of the project:

o Model interventions for the prevention and elimination of child labour in tobacco growing are in place in Urambo district.

o Capacity of communities and relevant institutions strengthened to address child labour issues in a sustainable manner.

Decent Work Country Programme

19. From the perspective of the ILO, the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee **decent work** for all adults. In this sense the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is the key characteristic of ILO cooperation and it is within this framework that the activities developed by the project should be analyzed.

20. ILO Decent Work Country Programmes (DWCPs) are being introduced in ILO to provide a mechanism through with to outline agreed upon priorities between the ILO and the national constituents partners within a broader UN and International development context. For further information please see http://www.ilo.org/public/english/decent.htm

21. The DWCP defines a corporate focus on priorities, operational strategies as well as a resource and an implementation plan that complements and supports partner plans for national decent work priorities. As such DWCP are broader frameworks to which the individual ILO project is linked and contributes to. DWCP are beginning to gradually be introduced in various countries. The DWCP document in Tanzania has been approved and is to run from 2006 to 2010.
http://www.ilo.org/intranet/english/bureau/program/dwcp/download/dwcp_tanzania.pdf

Evaluation Background

22. An independent final evaluation of the first phase of the project was conducted in February 2007.

23. The project will be evaluated in accordance with ILO/IPEC policies and procedures on evaluation of projects and in line with the agreed evaluation process in the project document.

24. Action Programmes implemented by local partners are subject to a regular self-evaluation process depending on duration and size. Action Programmes supply regular progress reports to the project. A quarterly progress report is prepared by the project as a whole.

25. In ILO/IPEC evaluations of its projects are carried out to enhance organisational learning. As per IPEC procedures, a participatory consultation process on the nature and specific purposes of this evaluation was carried out three months prior to the scheduled date of the evaluation. The present Terms of Reference are based on the outcome of this process and inputs received in the course of the consultative process.

II. SCOPE AND PURPOSE

Scope

26. The scope of the present evaluation includes all project activities to date including Action Programmes. The evaluation should look at **the project as a whole** and address issues of project design, implementation, lessons learned, replicability and recommendations for further implementation of this project with specific recommendations for project management.

Purpose

27. The mid-term evaluation should serve as a **learning tool** for the project management team. The purpose of the mid-term evaluation is to review the ongoing progress and performance of the project (extent to which immediate objectives have been achieved and outputs delivered), to examine the likelihood of the project achieving its objectives and to examine the delivery of the project inputs/activities and an investigation on nature and magnitude of constraints, the factors affecting project implementation and an analysis of factors contributing to the project's success.

28. The mid-term evaluation should make recommendations for any possible **revision of work plans, targets, and strategies and provide a perspective for re examining the objectives, partnership arrangements and resources.** It should identify the potential impact of the process of implementation of the project on policy and strategies of the project and suggest a possible way forward for the future.

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III. SUGGESTED ASPECTS TO BE ADDRESSED

29. The evaluation should address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency and sustainability as defined in the ILO Guidelines on "Planning and Managing Project Evaluations" 2006. This is further elaborated in the ILO document "Preparation of Independent Evaluations of ILO Programmes and Projects" 1997. For gender concerns see: ILO Evaluation Guidance: Considering Gender in Monitoring and Evaluation of Projects, September 2007.

30. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standard.

31. In line with results-based framework approach used by ILO-IPEC for identifying results at global, strategic and project level, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.

32. The specific suggested aspects for the evaluation to address are listed in Annex I. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with ILO/IPEC Geneva's Design, Evaluation and Documentation Section (DED). It is not expected that the evaluation address all of the questions detailed in the Annex; however the evaluation must address the general areas of focus. The evaluation instrument should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.

33. Below are the main categories that need to be addressed:
    - Design
    - Achievements (Implementation and Effectiveness) of Objectives
    - Relevance of the project
    - Sustainability
    - Special Aspects to be addressed

IV. EXPECTED OUTPUTS OF REVIEW

34. The expected outputs to be delivered by the evaluation team are:
    ➢ An evaluation instrument prepared by the evaluator
    ➢ Selected field visits to the project sites in Urambo and in Dar-Es-Salaam and telephone interviews with stakeholders in Geneva.
    ➢ Facilitate a review/evaluation workshop (1 day) in either Urambo or Dar-Es-Salaam
    ➢ Debrief stakeholders on the preliminary results of the evaluation on the first day of the programming workshop
    ➢ Draft evaluation report including stakeholder workshop proceedings and findings from field visits by evaluator
    ➢ Final Report including:
        ✓ Executive Summary with key findings, conclusions and recommendations
        ✓ Clearly identified findings and conclusions
        ✓ Recommendations
        ✓ Lessons learned
        ✓ Potential Good Practices
        ✓ Appropriate Annexes including present TORs
        ✓ Standard evaluation instrument matrix

35. The total length of the report should be a maximum of 30 pages for main report, excluding annexes; additional annexes can provide background and details on specific components of the project evaluated. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

36. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided both in paper copy and in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with ILO-IPEC and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of ILO-IPEC. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

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37. The final report will be circulated to key stakeholders (those participants present at stakeholder evaluation workshop will be considered key stakeholders) for their review. Comments from stakeholders will be consolidated by the Design, Evaluation and Documentation Section (DED) of ILO/IPEC Geneva and provided to the evaluator. In preparing the final report the evaluator should consider these comments, incorporate as appropriate and provide a brief note explaining why any comments might not have been incorporated**.**

V. EVALUATION METHODOLOGY

38. The following is the proposed evaluation methodology. While the evaluator can propose changes in the methodology, any such changes should be discussed with and **approved by DED** provided that the research and analysis suggests changes and provided that the indicated range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.

39. The evaluator will be asked to use the **standard evaluation instruments** that ILO/IPEC has developed for documenting and analyzing achievements of the projects and contributions of the Action Programmes to the project. The evaluator may also use any other instruments that they see appropriate for this exercise.

40. The evaluation will be carried out using a desk review of appropriate material, including the project documents, progress reports, previous evaluation reports, outputs of the project and action programmes, results of any internal planning processes in the countries and relevant materials from secondary sources. At the end of the desk review period, it is expected that the evaluation consultant prepare a brief document indicating the methodological approach to the evaluation, the evaluation instrument, to be discussed and approved by DED prior to the commencement of the field mission.

41. The evaluation will be carried out using a desk review, telephone interviews with ECLT and ILO/IPEC responsible officials, field visits to Tanzania for consultations with project staff and project partners and other key stakeholders. A one day workshop will be held at the end of the field visits in Tanzania.

42. The evaluator will interview ECLT representatives in Geneva, Switzerland, IPEC HQ officials, and ILO/IPEC regional persons through a conference call early in the evaluation process, preferably during the desk review phase.

Composition of the evaluation team

43. The evaluation team will consist of one evaluator that previously has not been involved in the project. The evaluator will have the final responsibility during the evaluation process and the outcomes of the evaluation, including the quality of the report and compliance with deadlines.

44. The background of the **evaluator** should include:

   ✓ Relevant background in social and/or economic development
   ✓ Experience in the design, management and evaluation of development projects, in particular with policy level work, institution building and local development projects within the UN system.
   ✓ Relevant regional experience preferably prior working experience in the region
   ✓ Experience in the area of children's and child labour issues, agriculture and rights-based approaches in a normative framework are highly appreciated.
   ✓ Experience at policy level and in the area of education and legal issues would also be appreciated
   ✓ Familiarity with and knowledge of specific thematic areas on child labour and worst forms of child labour
   ✓ Fluency in English, knowledge of any of the local languages would be appreciated
   ✓ Experience facilitating workshops for evaluation findings

45. The evaluator will be responsible for:
   o Undertaking a **desk review** of the project files and documents,
   o Conduct a telephone briefing with IPEC DED, Geneva and hold telephone discussions with ECLT and ILO/IPEC HQ officers as appropriate
   o Develop an evaluation instrument
   o Undertake **field visits** to Urambo and Dar-Es-Salaam Tanzania for a 10 day period
   o **Facilitate a one** day evaluation workshops in Urambo or Dar-Es-Salaam (to be decided)
   o **Debrief** stakeholders on preliminary findings of the evaluation report on the first day of the planned planning meeting for phase II and facilitate a session on future recommendations for Phase II
   o **Draft** the evaluation report
   o **Finalize** the report with stakeholder comments

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46. The evaluation will be carried out with the technical support of the IPEC-DED section and with the logistical support of the project office in Dar-Es-Salaam. DED will be responsible for consolidating the comments of stakeholders and submitting it to the team leader.

47. It is expected that the evaluator will work to the highest evaluation standards and codes of conduct and follow the **UN evaluation standards and norms**.

Timetable and Workshop Schedule

48. The total duration of the evaluation process including submission of the final report should be within two months from the end of the field mission.

49. The evaluator will be responsible for 25 days *of which 12 days will be in field visits and workshop in Tanzania.*

50. The tentative timetable is as follows:

Phases	Tasks	Dates
Desk Review	**Desk review of relevant project documents and teleconference with IPEC-DED, IPEC, ECLT**	**January 14-16 3 days**
Field Visits	**Field visits in Tanzania**	**January 19-30 14 days**
Workshops	**Conduct evaluation workshop**	**January 29th 1 day**
Draft Report	**Evaluator drafts evaluation report**	**February 2-6**
Stakeholder comments	**Draft report circulated by DED to key stakeholders for their comments to the draft evaluation report. DED consolidates the comments and forwards to evaluator**	**Mid-February Two weeks**
Final report	**Evaluator finalizes the evaluation report taking into consideration the consolidated comments**	**End February 3 days**

Sources of Information and Consultations/Meetings

Available at HQ and to be supplied by DED	• **Project document** • **DED Guidelines and ILO guidelines**
Available in project office and to be supplied by project management	• **Progress reports/Status reports** • **Technical and financial report of partner agencies** • **Other studies and research undertaken** • **Action Programme Summary Outlines Project files** • **Mission Reports from ECLT** • **Mission Report IPEC**

Consultations with:
- Project management and staff
- ILO/IPEC technical and backstopping officials at HQ and the regions as appropriate
- Partner agencies
- Boys and Girls that were withdrawn or prevented as a result of direct action APs undertaken Parents of girls and boys that were withdrawn or prevented
- Social partners Employers' and Workers' groups
- Community members
- Child labour monitors
- Government representatives, legal authorities etc as identified by evaluation team
- Telephone discussion with ECLT and ILO/IPEC officials

Final Report Submission Procedure

51. For independent evaluations, the following procedure is used:

➢ The **evaluator** will submit a draft report to **IPEC DED in Geneva**
➢ IPEC DED will forward a copy to **key stakeholders** for comments on factual issues and for clarifications
➢ **IPEC DED** will consolidate the comments and send these to the **evaluator** by date agreed between DED and the evaluation team leader or as soon as the comments are received from stakeholders.
➢ The final report is submitted to IPEC DED who will then officially forward it to stakeholders, including the donor.

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VI. RESOURCES AND MANAGEMENT

Resources:
52. The resources required for this evaluation are:

For the evaluation team leader:
- Fees for a consultant for 25 work days
- Fees for travel from consultant's home to Urambo and Dar-Es-Salaam Tanzania in accordance with ILO regulations and policies
- Fees for local DSA per ILO regulations for Urambo and Dar-Es-Salaam (Total of 14 days)

For the evaluation exercise as a whole:
- Fees for local travel in-country in Tanzania
- Fees for a one day evaluation workshop
- Any other miscellaneous costs

A detailed budget is available separately.

Management:
53. The evaluation team will report to IPEC DED in headquarters and should discuss any technical and methodological matters with DED should issues arise. IPEC project officials and the ILO Office in Dar-Es-Salaam and Geneva will provide administrative and logistical support during the evaluation mission.

Design & Planning
- Assess whether the project design was logical and coherent and took into account the validity and practicality of institutional arrangements, roles, capacity and commitment of stakeholders.
- Analyze whether available information on the socio-economic, cultural and political situation was taken into consideration at the time of the design and whether these were taken into consideration and reflected in the design of the project.
- To what extent were external factors identified and assumptions identified at the time of design?
- Assess whether the problems and needs were adequately analyzed and determine whether the needs, constraints, resources and access to project services of the different beneficiaries were clearly identified taking gender issues into consideration.
- How well did the project design take into account local efforts already underway to address child labour in tobacco sector and existing capacity to address these issues?
- How well did the project plan for coordination and collaboration with other child-focused interventions supported by IPEC or other organizations, particularly in the context of the TBP process.
- Are the linkages between inputs, activities, outputs and objectives clear and logical? Do the various Action Programmes designed under the project provide clear linkages and complement each other regarding the project strategies and project components of intervention? How were the geographic regions for AP implementation selected?

Achievements (Implementation and Effectiveness)
- Assess whether the project will be able to achieve the intended outputs and whether it will be able to achieve its objectives (example: will the expected number of beneficiaries be reached?).
- Assess the effectiveness of the different action programmes implemented and their contribution to the immediate objectives of the project.
- Identify any lessons learned from the APs so far, what possibilities are there for effective replication of efforts?
- Which are the mechanisms in place for project monitoring? Assess the quality and use of work plans and monitoring plans.
- Identify the contributions of the local management structures working in Tanzania (National Steering Committee, Local Steering Committee). How are these structures (Ministry of Labour, Ministry of Education, trade unions, employers' organizations, etc.) participating in program implementation?
- How did factors outside of the control of the project affect project implementation and project objectives and how did the project deal with these external factors?
- How effective is the project at building the capacity of national IPEC staff and implementing agencies' staff as well as capacity of government ministries and agency personnel to combat child labour? Provide concrete examples as appropriate.
- Has the project made sufficient progress towards the establishment of community-based child labour committees?
- How effective are the strategies for child labour monitoring (CLM) being implemented? Is the CLMS likely to be sustainable?
- How effective is the project's monitoring strategy for collecting regular and reliable data on the work and schooling status of target children? Is the strategy proving to be more or less effective in the Urambo district?

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o Assess the level of coordination between the present project and the various interventions under the IPEC project of support to TBP Tanzania.
o How effective is the project in leveraging resources (e.g. by collaborating with non-IPEC initiatives and programmes launched during its life)? What process is being undertaken by the project to identify and cooperate with other initiatives (such as PoS TBP Tanzania) and organizations?

Relevance of the Project
o Examine whether the project responded to the real needs of the beneficiaries
o Validity of the project approach and strategies and their potential to replicate
o Assess whether the problems and needs that gave rise to the project still exists or have changed
o Assess the appropriateness of the sectors/target groups and locations chosen to develop the project.
o Assess whether the project strategies fit in with national and local development plans of Tanzania

Sustainability
o Assess what contributions the project has made in strengthening the capacity and knowledge of national stakeholders and to encourage ownership of the project to partners
o Identify and assess the long-term possibility of local/national institutions (including governments) and the target groups to be able to replicate models tested under this project.
o Examine whether socio-cultural and gender aspects endanger the sustainability of the project and assess whether actions have been taken to sensitize local institutions and target groups on these issues
o Assess the project's work on developing models of intervention to support upstream policy work in terms of ensuring the sustainability of efforts
o Assess to what extent a phase out strategy has been defined and planned and what steps are being taken to ensure sustainability. Assess whether these strategies have been articulated/explained to stakeholders

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ANNEX 2: Evaluation Framework Summary

No.	Key questions	Detailed questions	Performance Indicator (Variable to be measured)	Data collection methods and sources	Proposed analysis
	Explanation				
	The "main issues" rephrased as key questions as presented in the ToRs	A detailed elaboration of the key questions provides a transparent framework for discussion and allows the precise focus of the review to be carried out	Key indicators of change, based on the detailed questions and a review of the available secondary data	Clear specification of the methods and sources of data collection ensures that the evaluator organizes his enquiry efficiently	The analysis column helps the evaluator to clarify exactly how results will be presented, to make sure the data are suitable for the planned analysis
1	**Design issues**				
	Did the design take into account all the vital issues? Was it comprehensive enough?	• To what extent was the project design logical & coherent? • To what extent did the design take into account the institutional arrangements, roles, capacity & commitment of stakeholders? • Were lessons learnt from similar projects successfully incorporated? • Does the project have a clear internal and external consistent logic that addresses the identified problem? • To what extent were assumptions identified and cratered? How did these affect project implementation? • Where the objectives clear, realistic and likely to be achieved within the stipulated timeframe? • How relevant are the indicators • Do the APs provide clear linkages & compliment each other regarding the project strategies & project components?	• Design that clearly outlines objectives; outputs, activities and resource allocation • Choice and definition of institutions to be involved • Incorporation of lessons from previous similar projects • A consideration of assumptions in the project document • The extent to which indicators meet the SMART criteria • Existence of complimentarity among APs	• Primary data collection through: – literature review – key informant interviews – Focus group discussions – Stakeholders workshop.	• Triangulation of findings to identify common issues raised by interviewees • Analysis of log frame targets against what is obtaining • Analysis of indicator quality and best practice standards. • Documentation of lessons learnt
2	**Achievements (implementation & effectiveness)**				
	Have the project services been delivered timely? What about access, quality and satisfaction of beneficiaries?	• Is the project on track at mid-term in terms of meeting its stated objectives, purpose and outputs? • What is the process of the UTSP Phase II formulation? • To what extent has the project been in leveraging resources? • To what extent has the capacity of district level structures, Community level structures as well as other partners been built by the project? • What is government's involvement in the project? • To what extent has the project managed to raise awareness regarding CL issues? • To what extent have the planning, monitoring and evaluation tools been used? • How effective has the project managed to mainstream the issue of CL into ongoing	• Indicator targets and other achievements at mid-term • Progress in UTSP Phase II implementation • Identification and availability of other financial resources • Performance of district level and community level and IAs to expectation • Government's commitment; • Operationalization of M&E systems in all its components • Knowledge of CL among partners	• Primary data collection through: – literature review – key informant interviews – Focus group discussions – Stakeholders workshop.	• Triangulation of findings to identify common issues raised by interviewees • Analysis of log frame targets against what is obtaining • Analysis of indicator quality and best practice standards. • Documentation of lessons learnt.

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No.	Key questions	Detailed questions	Performance Indicator (Variable to be measured)	Data collection methods and sources	Proposed analysis
		efforts?			
3	Relevance (Validity of Project Design)				
	How valid are the hypothesis, intervention logic & assumptions as given in the Project Document?	• To what extent is the project approach valid as well as the strategies? Can the approach be replicated? • Do the problems and needs that gave rise to the project still exist? • To what extent does the service package promoted by the project address the real needs of beneficiaries?	• Workability of the approach and strategies • Persistence of core problems • Beneficiary satisfaction	• Primary data collection through: – literature review – key informant interviews – Focus group discussions – Stakeholders workshop	• Triangulation of findings to identify common issues raised by interviewees • Analysis of log frame targets against what is obtaining • Analysis of indicator quality and best practice standards. • Documentation of lessons learnt.
4	Sustainability				
	To what extent can the project benefits be perpetuated?	• Has a phase out strategy been defined and planned? • Has such a strategy been articulated/ explained to stakeholders? • What is the long-term potential for sustained action and involvement by local/district/national institutions and the target group?	• Awareness of a phase out strategy among stakeholders • Existence of ownership of the project	• Primary data collection through: – literature review – key informant interviews – Focus group discussions – Stakeholders workshop	• Triangulation of findings to identify common issues raised by interviewees • Analysis of log frame targets against what is obtaining • Analysis of indicator quality and best practice standards. • Documentation of lessons learnt.

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ANNEX 3: Mid Term Evaluation Workshop Participants

C/N	Name	Institution	Designation
1	Kassim Majaliwa	Urambo District	District Commissioner
2	Mwessy Selestine	Care For The Child	Executive Director
3	Walter P. Mwacha	Tanzania Tobacco Board	Ag Zonal Leaf Manager
4	Dick Mlimuka	Tabora Development Foundation	Deputy Director
5	H. S.	Urambo	Child (Boy)- Beneficiary
6	Betwery J. Kafuka	Urambo District Council	District Child Labour Coordinator
7	Zayana Mallua	Urambo	Parent - Beneficiary
8	M. Z.	Urambo	Child (Girl) - Beneficiary
9	George Ibrahim	Tanzania Leaf Tobacco Co. Ltd	Field Operations Coordinator
10	Humphrey E Mwannri	Alliance One Tobacco Tanzania	Regional Representative
11	Masudi Shilangonga	Urambo District	Councillor – Muungano Ward
12	Martin C. Range	Urambo District	Councilor – Itundu Ward
13	Elia P. Kafwenda	Urambo District	Councilor - Songambele
14	Hassani K. Allei, Allei	Urambo District	Councilor – Kaliua Ward
15	Tabitha C. Nsimba	Urambo District Council	Ag. District Education Officer
16	Charles Nyamiti	Tanzania Plantation Union	Project Coordinator
17	Simon Kabendera	ITV/ Radio One	Jounalist
18	Godfrey Z. Gunda	Urambo East Development Association	Secretary
19	Justus M. Molai	Urambo District Council	District Executive Director
20	Nely M. Udangu	Urambo District Council	District Community Development Officer
21	Paulo Oleah	Hope	Program Coordinator
22	John B. Mtesigwa	Urambo District Council	District Agriculture Livestock Development Officer
23	Robert Nigangwa	Uyui District Council	District Community Development Officer
24	Festo Ndonde	Caritas	Coordinator
25	Emmanueli Kivanda	Tanzania Tobacco Apex Ltd Morogoro	Operations Manager
26	Christian Dennis	Care For The Child	Assistance Project Coordinator
27	Mohamed I. Shauri	Care For The Child	Project Coordinator
28	Jonathan Stephen	Association Of Tanzania Tobacco Traders - Tabora	Good Agriculture Practice & Social Responsibility Coordinator
29	Fredrick Batinoluho	ILO/IPEC - TBP	National Programme Officer
30	Masoud H. Malunkwi	Urambo District Council	Community Development Officer
31	Emmanuel Kadelema	Upendo	Coordinator
32	Eliza Kizinga	Folk Development College	Principal
33	Zaidi Shabani	Imalamakoye	Parent - Beneficiary
34	Jacob Lisuma	ILO/IPEC - UTSP	National Programme Officer
35	Sitta Ngissa	SIDE DMS (T)	Consultant
36	Tembo Stephen	Rural Net Zambia	Consultant
37	Klaus Guenther	ILO/IPEC - Geneva	Desk Officer Europe
38	Sonja Molinari	ECLT	Project Manager
39	Adelaida Mwambalaswa	ILO/IPEC - UTSP	Financial Administrator Assistant

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ANNEX 4: List of People Met

Name	Position	Organisation
Jacob Bulenga Lisuma	National Programme Officer	International Labour Organization
Alfred	Coordinator	
Ezekiel Marwa Chacha	Ward Executive Officer	Itundu
Masood Mun		
Peter Sabuni	Education Officer	Urambo District Council
Rhoda Mugombozi	Head Teacher	Kaliua School
Rashid Maulid Hamad	VEO	Urambo District Council
Mr. Seleman	Parents/Guardian	Ulinawanoni
Mukusenya	Parents/Guardian	Ulinawanoni
Safu Mlinsho Ngusu	VEO	Kasungu Village (Kaliua Ward)
	Community Development Officer	Urambo
Humphrey E. Mwanri	Regional Representative	Alliance Tobacco
Betwery Kafuka	District Child Labour Coordinator	
Mr. Kafenda	Councilor	Sonyambebe Ward
Ms. Upendo H. Nzou	Head Teacher	Kalemela A
Kululinda Thecla	Head Teacher	Uyoyo
Yosufu Sigela	Deputy VEO	
Margrete Fostini		Jionee Mwenyewe
Kilatu	VEO	
George Ibrahim	Field Operations Coordinator	TLTC
Elizabeth Kizinga	Principal	FDC
Justus Mollai	District Executive Director	Urambo District Council
Nelly Udangu	DCDO	Urambo District Council
John Mtesigwa	DALDO	Urambo District Council
Betwery Kafuka	DCLC	Urambo District Council
Ahmad S. Korigwa	District Academic Officer	Uranbo
Joseph D. Malena	Teacher	
Alfonse Mgunde	City Mobilizer	
Emmanuel C. Soko	Farm Manager	TLTC
Makoko Chakupewa	Teacher	Mugano
Francis George	P/S Teacher	Mugano
Benjamini Masanja	Ward Education Coordinator	Mugano
Sonja Molinari	Project Manager	ECLT

Implementing Agencies

No	Name	Organisation	position
District level (24/01/2009)			
1	Deogratius Mwamateto	Tabora Development Foundation Trust	Field Officer
2	Paulo Oleah	Hope Farming Group	Programme Coordinator
3	Frank .D. Nahonge	Caritas	Field Officer
4	Paul Kaheto	Africa 200 Network	Data Clerk
5	Richard Gregory	Hope Farming Group	Data Clerk
6	Mayumga A.S	YADEC	Secretary
7	Charles Nyamiti	TPAWU	Area-Project Coordinator
8	Christian Denis	Care for the Child(CFC)	Assistant Project Coordinator
9	Bumijaely B. Msunya	T.D.F.T	Data Clerk

Kapilula "A" Village

No.	Name	Position	
Village Committee			
	Prisca Kayunga	Secretary	
	Tegemeo Mtahondi	Chairperson	
	Jafary Said	Member	
	Happy Mahinya	Member	
	Agness Mtunda	Member	
Kapilula Primary School (23/01/2009)			
No	Names	Mixed Grades are taught	
1	Nathan Magwaya (Mr.)		
2	Anna Jeston		
3	Aloyle Tumbo (Mr.)		

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4	Magreth Mkude	
5	Lidia Ishengoma	
6	Perucy Guya	
7	Devotha Roman	
8	Happy Mahinya	
9	Prisca J. Kayuga	

Muungano

No.	Name	Position
C L Committee Members		
1	Bukulu Yasini	VEO Chair for CL Committee
2	Abraham Kakila	Head Teacher, Secretary CL Committee
3	Lameck Kaziga	Member, Village Chair
4	Ayubu Ally	Member (Shekh)
5	Juma Ngombo	Member
6	Yorata Maxmus (F)	Member
7	Marajuma Mulewa (F)	Member
8	Maria Constatino	Member (Pupil)
Parents with no sponsored children		
1	Anthony Obudho	Parent
2	Jacharia Gabriel	Parent
3	Ginasa Kajaha	Parent
4	Jumanne Ally	Parent
5	Ibrahim	Parent
6	Selemani Mussa	Parent
7	Hamisi Ally	Parent
8	Anthony Ngassa	Parent
9	William Modest	Parent
	Parent/Guardian	
1	Yorata Maxmus	
2	Marko Kapama	

Kalemela A , Kalemela B and Muungano - Village Committee Members (26/01/09)

No	Name	Community	Position
1	Mohamedi Kaukanya	Ugwigwa	Member
2	Seife Khatibu	Kalemela A	Member
3	Robert Makela	Ugwigwa	Member
4	Juula Khalid	Ugwigwa	Member
5	A.S Nalinga	Kalemela	Member
6	Paulina Kasendeka	Kalemela A	Member
7	Hadija Amrani	Ugwigwa	Member
8	Eda Menga	Kalemela A	Member
9	Upendo H. Nzovu	Kalemela A	Katibu
10	Msabaha .J. Kalele	Mwikiti Kalemela B	Member
11	Mussa R. Mbesi	Mkui Kamati	
12	Mariam Kilangazi	Mjumbe	
13	Sakina Haruna	Mjumbe	Sakina
14	Saidi Kalila	Mjumbe	
15	Shabani Abdallah	Mjumbe	
16	Gilbert Daudi	Mjumbe	
17	Fortunatus E. Kofia	Kalemele B	Katibu

Vumilia Primary School - Teachers

No	Name	Grade
1	William Mbogo	
2	Charles Masanja	
3	Lunifrida Luluwa (Mrs)	
4	Rehema Mwanjiku (Mrs)	
5	Ally Hassani	
6	Helith Malela (Ms)	
7	Anna Kidiffu (Ms)	
8	Hamis Msima (Ms)	
9	Dunford B. Gwassa	
10	Amina S. Ijojo	

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Moto Moto Primary School
Teachers

No	Names	Grade
1	Mohammed Ally Kalelenganya	"A"
2	Chale Phillip Edward	"A"
3	Yasin H. Kilwiye	"A"
4	Martin Sulle	"A"
5	Adam Halile	"A"
6	Jumannea Mhyega	"B"

Vlasa "A"
Village Committee Members

No	Names	Position
1	Benedikito Mhanuka	Mwenyekiti
2	Nungu J.T	Katibu
3	Majuto Jumanne	Member
4	Nasoro Sadi	Member
5	Magili Mussa Magili	Member
6	Amant Msogola	Member
7	Hamida Husseni	Member

Mahudhurlo Ya Kikao Cha Ujumbe Wa ILO - Parents/Guardians

No	Name	
1	Benedikito Mhanuka	Mwenyekiti
2	Nungu J.T	Katibu
3	Majuto Jumanne	Mjumbe
4	Hamida Husseni	Mjumbe
5	Moshi Mohamodi	Mzazi
6	Pill Juma	Mzazi
7	Magili Mussa	Mjumbe
8	Rajabu Songambele	Mzazi
9	Samsoni Mwembezi	Mzazi
10	Mariamu Mohamedi	Mzazi
11	Hadija Sail	Mzazi
12	Aginesi Mwabi	Mzazi
13	Fatuma Ramadhani	Mzazi
14	Kilwa Mohamedi	Mzazi
15	Asha Yusupha	Mzazi
16	Rehema Kimisha	Mzazi
17	Sada Japhar	Mzazi
18	Elizabeth John	Mzazi
19	Zainabu Haruna	Mzazi
20	Amina Husseni	Mzazi
21	Zainabu Rashidy	Mzazi
22	Johari Mrisho	Mzazi
23	Sada Jafari	Mzazi
24	Naomi Mwela	Mzazi
25	Grecy Masudy	Mzazi
26	Joha Hamisi	Mzazi
27	Habibu Mussa	Mzazi
28	Hidi Hassan	Mzazi
29	……. Msogoza	Mzazi
30	Habiba Juma	Mzazi
31	Zuhura Nasaro	Mzazi

Mpingwa Village Committee - Teachers

No	Name	Position
1	Mpogwa Village	
2	Gelvis	Manager Primary School
3	Mohamad H Kamwasa	Representative -Youth
4	Hamis Kabwe	

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Kitete Village Community

No	Name	Position
1	Seleman Kiswagala	Secretary
2	James Kulije	Chairman (representative)
3	Robert Nghonol	Member
4	John Tiaba	Member
5	Salumu Athuman	Member

Ulasa "B" Primary School

No	Name	Class the Teacher is teaching
1	Yusuph .M. Kilala	Head Teacher
2	Alphonce A.Masanja	Teacher
3	Saada I Kambenga	Teacher
4	Winfrida E. Bigona	Teacher
5	Nicodimsa Makuwe	Teacher

Itundu Village committee

No	Name	Position
1	Albogast C. Ilagila	Chairperson
2	Shida S. Kalulumbe	Secretary
3	Patrick J. Kanyegezi	

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ANNEX 5: Selected Achievement Data Collection Tools

SN	Indicator Description	Indicator Target Details	
		Target	Actual
1.0	**Model interventions for the prevention & elimination of child labour in tobacco growing are in place in Urambo district**		
1.1	Girls and boys up to 15 years in or at risk of child labour are withdrawn or prevented		
	-Identify target group with OVCs as a priority through CCLC, implementing agencies and partners		
	-Assess the children's level and need in relation to education and counseling		
	-Identify relevant education opportunities, and placement of children		
	-Arrange for provision of NFE or tutoring for those unable to integrate into mainstream schools		
	-Support the construction of 12 primary schools		
	-Support the construction of 1 model dormitory for the secondary school girls		
1.2	Girls and boys aged 14-18 in or at risk of child labour are provided vocational skills training		
	-Identify target group through CCLC, implementing agencies and partners		
	-Assess the children's level and need in relation to training, counseling, and life skills		
	-Assess market needs of skills for the age group and post-training opportunities		
	-Assess the training approaches used in the first phase so the analysis feeds into the choices and priorities for the second phase component		
	-Assess market and facilities for skills provision, apprenticeships and others, including the support (financial and in-kind) that will be provided by the providers		
	-Support the Focal Development Centre (FDC) in upgrading the existing training facilities (upgrading and provision of small tools)		
	-Organize for provision of training, monitoring of the provision, and testing of the level of learning from the training		
	-Organize for follow up training or opportunities as need be		
1.3	Mothers, fathers and guardians among the most vulnerable trained and supported for IGAs		
	-Identify the family members		
	-Assess the prospective trainees' level and need in relation to training, counseling, and life skills		
	-Assess market needs of skills for the age group and post-training opportunities		
	-Assess market and facilities for skills provision, apprenticeships and others		
	-Organize for provision of training, any necessary start-up costs (e.g tools, simple equipment), monitoring of the provision, and testing of the level of learning from the training		
	-Organize for follow up training or opportunities as need be		
	-Ensure that the enhanced income is keeping children out of child labour through the community-based child labour monitoring.		
	2.0 Capacity of relevant institutions strengthened to address child labour issues in a sustainable manner		
2.1	DCLC and CCLCs trained and functional		
	-Introduce DCLC to phase II and their role		
	-DCLC introduces all CCLCs to phase II and the CCLC role in it		
	-Assess training needs in respect of DCLC and CCLCs		
	-Develop/adapt basic training materials and manuals as needed		
	-Conduct the training of DCLC members		
	-Select 18 CCLC members, two from each ward and train them as TOTs on child labour issues		
	-Facilitate communities to develop and put in place by-laws on child labour issues		
	-Advocate for District Child Labour Coordinator to be a member of District council permanent committee for education, health and water affairs		
	-Consultative meetings with other districts to develop strategy for addressing child labour		
2.2	Community-based simple & basic child labour monitoring programme established		
	-Linkages with school monitoring explored & feasibility		
	-Linkages with school monitoring explored and feasibility of a single system for school and community CLM assessed		
	-Key concepts and elements of the CLM identified		
	-Key members of CCLCs and DCLC to be involved in CLM trained		
	-CLM pilot tested in a few wards and then taken to other wards		
2.3	Implementing agencies and partners trained on child labour issues and management of Action Programmes		
	-Assess training needs		
	-Prepare Action Programme/service contract with competent agency for training and follow-up training on Action Programme management		
	-Conduct training of implementing agencies and partners		
	-Assess impact of training on the implementing agencies and further needs – by reviewing the quality and timeliness of their data collection and reporting		
2.4	At least 30 educators, including teachers, trained as trainers		
	-Assess training needs		
	-Develop/adapt training manual		
	-Pilot test manual		
	-Finalize manual		
	-Provide training to at least 30 educators, including teachers from the target districts and school administrators		
	-Develop plans with the district education offices as to how it can integrate the training as part of		

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SN	Indicator Description	Indicator Target Details	
		Target	Actual
	its programme and provide resources for future and expanded training.		
2.5	At least 900 farmers (i.e. 100 per UTSP ward), including leaf technicians provided orientation on issues related to child labour and corporate social responsibility issues		
	-Identify target group		
	-Identify training needs		
	-Prepare orientation programme, including how its impact will be assessed in the work of the farmers, leaf technicians		
	-Provide orientation programme		
	-Prepare an orientation tool kit for farmers/leaf technicians including experience from ongoing orientation programme		
	-Consult with the tobacco companies as to how the orientation can be integrated into their programme and expanded in coverage.		
2.6	At least 20 district officials trained in child labour integration issues		
	-Trainees identified		
	-Training programme prepared and workshops organized on how child labour issues can be integrated into district level development plans		
	-Technical advisory services provided to the various district offices		
2.7	At least 9 schools (one per ward) establish school-based IGAS		
	-Identify a set of prospective schools and from amongst them select the nine schools that have good likelihood of success		
	-Establish parent-teacher committees including children representatives		
	-Develop programme for each school		
	-Establish procedures for operation		
	-Establish the nature of the fund to be established, responsibilities and its beneficiaries		
	-Ensure that all members understand the concepts of child labour clearly and are clear on the involvement of children in these activities		
	-Undertake a review of the operation of the IGA at short intervals to ensure integrity and purpose and document the experience of school-based IGAs		
2.8	UTSP experiences, documented		
	-Information on experiences provided on an ongoing basis to the IPEC TBP Support Project for feeding in its policy level discussions		
	-Selected experiences documented and disseminated		
2.9	Action-oriented research and impact assessment undertaken to provide information on critical issues		
	-Project to consult with stakeholders (during planning and impact assessment workshop) and IPEC and the donor on topics to be covered (among them migrant or trafficked children involved in hazardous child labour in tobacco, and the reasons for the high drop-out rates, particularly for girls, at the secondary school level.		
	-A baseline study organized and undertaken at the initial stage of the project		
	-At least 3 research studies organized		
	-Findings of baseline and research studies disseminated at workshops with stakeholders		
	-Adjustments to strategies made if necessary as a result of the research		

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ANNEX 6: Project Objectives, Outputs, and Activities[28]

Development objective: To contribute to the prevention and elimination of child labour in the country, particularly hazardous child labour in tobacco sector

OUTPUT	ACTIVITIES
Immediate Objective 1. Model interventions for the prevention and elimination of child labour in tobacco growing are in place in Urambo district.	
1.1. At least 1,500 girls and boys, up to 15 years of age, involved in or at risk of hazardous child labour in tobacco sector will be withdrawn or prevent through education opportunities.	1.1.1. Project to elaborate the detailed strategies and implementing agencies for this component 1.1.2. Identify target group with OVCs as a priority through CCLC, implementing agencies and partners 1.1.3. Assess the children's level and need in relation to education and counseling 1.1.4. Identify relevant education opportunities, and placement of children 1.1.5. Arrange for provision of NFE or tutoring for those unable to integrate into mainstream schools 1.1.6. Support the construction of 12 primary schools 1.1.7. Support the construction of one model dormitory for the secondary school girls.
1.2. At least 200 girls and boys aged 14-18, involved in or at risk of hazardous child labour in tobacco sector will be provided formal/informal vocational or skills training.	1.2.1 Project to elaborate the detailed strategies and implementing agencies for this component 1.2.2 Identify target group through CCLC, implementing agencies and partners 1.2.3 Assess the children's level and need in relation to training, counseling, and life skills 1.2.4 Assess market needs of skills for the age group and post-training opportunities 1.2.5 Assess the training approaches used in the first phase so the analysis feeds into the choices and priorities for the second phase component 1.2.6 Assess market and facilities for skills provision, apprenticeships and others, including the support (financial and in-kind) that will be provided by the providers 1.2.7 Support the Focal Development Centre (FDC) in upgrading the existing training facilities (upgrading and provision of small tools)

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[28] Source: Project Document

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	1.2.8 Organize for provision of training, monitoring of the provision, and testing of the level of learning from the training 1.2.9 Organize for follow up training or opportunities as need be
1.3. At least 300 mothers, fathers, guardians among the most vulnerable ones across the nine wards trained and supported for income-generation activities	1.3.1. Project to elaborate the detailed strategies and implementing agencies for this component 1.3.2. Identify the family members 1.3.3. Assess the prospective trainees' level and need in relation to training, counseling, and life skills 1.3.4. Assess market needs of skills for the age group and post-training opportunities 1.3.5. Assess market and facilities for skills provision, apprenticeships and others 1.3.6. Organize for provision of training, any necessary start-up costs (e.g. tools, simple equipment), monitoring of the provision, and testing of the level of learning from the training 1.3.7. Organize for follow up training or opportunities as need be 1.3.8. Ensure that the enhanced income is keeping children out of child labour through the community-based child labour monitoring.
Immediate objective 2. Capacity of relevant institutions strengthened to address child labour issues in a sustainable manner	
2.1. DCLCs and CCLCs trained and functional	2.1.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.1.2. Introduce DCLC to phase II and their role 2.1.3. DCLC introduces all CCLCs to phase II and the CCLC role in it 2.1.4. Assess training needs in respect of DCLC and CCLCs 2.1.5. Develop/adapt basic training materials and manuals as needed 2.1.6. Conduct the training of DCLC members 2.1.7. Select 18 CCLC members, two from each ward and train them as TOTs on child labour issues 2.1.8. Facilitate communities to develop and put in place by-laws on child labour issues 2.1.9. Advocate for District Child Labour Coordinator to be a member of District council permanent committee for education, health and water affairs 2.1.10. Consultative meetings with other districts to develop strategy for addressing child labour
2.2. Community-based simple and basic child labour monitoring programme established	2.2.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.2.2. Linkages with school monitoring explored and feasibility of a single system for school and community CLM assessed 2.2.3. Key concepts and elements of the CLM identified 2.2.4. Key members of CCLCs and DCLC to be involved in CLM trained 2.2.5. CLM pilot tested in a few wards and then taken to other wards 2.2.6. Mechanism for communication with the communities and district level and the project established

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2.3. Implementing agencies and partners trained on child labour issues and management of Action Programmes	2.3.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.3.2. Assess training needs 2.3.3. Prepare Action Programme/service contract with competent agency for training and follow-up training on Action Programme management 2.3.4. Conduct training of implementing agencies and partners 2.3.5. Assess impact of training on the implementing agencies and further needs – by reviewing the quality and timeliness of their data collection and reporting
2.4. At least 30 educators, including teachers, trained as trainers	2.4.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.4.2. Assess training needs 2.4.3. Develop/adapt training manual 2.4.4. Pilot test manual 2.4.5. Finalize manual 2.4.6. Provide training to at least 30 educators, including teachers from the target districts and school administrators 2.4.7. Develop plans with the district education offices as to how it can integrate the training as part of it programme and provide resources for future and expanded training.
2.5. At least 900 farmers (i.e. 100 per UTSP ward), including leaf technicians provided orientation on issues related to child labour and corporate social responsibility[29] issues	2.5.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.5.2. Identify target group 2.5.3. Identify training needs 2.5.4. Prepare orientation programme, including how its impact will be assessed in the work of the farmers, leaf technicians 2.5.5. Provide orientation programme 2.5.6. Prepare an orientation tool kit for farmers/leaf technicians including experience from ongoing orientation programme 2.5.7. Consult with the tobacco companies as to how the orientation can be integrated into their programme and expanded in coverage.
2.6. At least 20 district official trained on child labour integration issues	2.6.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.6.2. Trainees identified 2.6.3. Training programme prepared and workshops organized on how child labour issues can be integrated into district level development plans 2.6.4. Technical advisory services provided to the various district offices

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[29] ILO module on child labour in the UN Global Compact and IPEC's Manual on Farmers Training of Trainer will be used to guide this component

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2.7. At least 9 schools (one per ward) establish school-based IGAs	2.7.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.7.2. Identify a set of prospective schools and from amongst them select the nine schools that have good likelihood of success 2.7.3. Establish parent-teacher committees including children representatives 2.7.4. Develop programme for each school 2.7.5. Establish procedures for operation 2.7.6. Establish the nature of the fund to be established, responsibilities and its beneficiaries 2.7.7. Ensure that all members understand the concepts of child labour clearly and are clear on the involvement of children in these activities 2.7.8. Undertake a review of the operation of the IGA at short intervals to ensure integrity and purpose and document the experience of school-based IGAs
2.8. UTSP experiences documented	2.8.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.8.2. Information on experiences provided on an ongoing basis to the IPEC TBP Support Project for feeding in its policy level discussions 2.8.3. Selected experiences documented and disseminated
2.9. Action-oriented research and impact assessment undertaken to provide information on critical issues	2.9.1. Project to elaborate the detailed strategies and implementing agencies for this component 2.9.2. Project to consult with stakeholders (during planning and impact assessment workshop) and IPEC and the donor on topics to be covered (among them migrant or trafficked children involved in hazardous child labour in tobacco, and the reasons for the high drop-out rates, particularly for girls, at the secondary school level. 2.9.3. A baseline study organized and undertaken at the initial stage of the project 2.9.4. At least 3 research studies organized 2.9.5. Findings of baseline and research studies disseminated at workshops with stakeholders 2.9.6. Adjustments to strategies made if necessary as a result of the research 2.9.7. An Impact assessment study organized and undertaken at the final stage of the project

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ANNEX 7: Summary Recommendations[30]

Area	Recommendation	Responsibility for implementation
Project Design		
Institutional arrangements	• Capacity building be undertaken for the IAs. It would be necessary to identify key operational areas where IAs have had lapses and address such areas through capacity building • IAs that have offices outside Urambo should ensure that they delegate full responsibilities to their respective offices in Urambo to attend to all issues related to project implementation	• Urambo UTSP management team • Respective IAs with offices outside Urambo district.
Synergies, coordination, collaboration & coherence	• NISCC establishes a strong link with DCLSCs which should include regular reporting on CL issues by DCLSCs to the NISCC (at least on a quarterly basis) • The NISCC should provide the necessary supervision to the DCLSCs to ensure their effective performance • The mandate of the DCLSC as well as its membership should be broadened to include the key functions and membership of the other two structures (PAC and IAs monthly meetings)	• ILO/IPEC Dar es salaam • UTSP Management; DED and TEACH
Incorporation of assumptions	• Other options be pursued to deal with the anticipated cost over-run	• UTSP management; DED and DCLSC
Achievements		
Implementation of evaluation recommendations	***Monitoring of indicators*** • Efforts be embarked on to immediately start collecting higher level indicator data ***Adjustment of disbursement & administrative procedures to increase efficiency & effectiveness*** Focus be on what the project can change or influence, namely; • Step-up training of IAs to ensure all bottlenecks faced regarding financial reporting & justification of expenditure are dealt with; • Provide additional funding to IAs to facilitate their engagement of additional staff (e.g. book keeper) for those who cannot cope with the reporting requirements; • In case the first two options do not work, ILO/IPEC to provide the IAs with a local consultant to help them with the reporting; • Ensure the line of communication between IAs and UTSP Management is kept very active, to facilitate provision of the necessary backstopping by UTSP Management, and; • Ensure reporting is undertaken as soon as the implementation of an AP has been started.[31] This will	• IAs, DCLSC, facilitated by UTSP Project Management • UTSP Project Management to ensure this is followed through by specific stakeholders

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[30] The reader is referred to the main text for details.
[31] Source: Stakeholders Workshop, 29th January 2009.

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Area	Recommendation	Responsibility for implementation
	provide enough time for the disbursement of the next funding	
	Need to assess impact of IGAs on vulnerable households & CL	•
	• The M&E system be strengthened and re-oriented to ensure that it captures outcome and impact data to facilitate reasonable assessment of the impact of IGAs	
	Assess the impact of bridging classes/ vocational training	•
	• Include capturing of data on VT trainees in the CLMS in terms of what is happening to them after training;	
	• There is need for full-sponsorship, i.e. include VT course fees as well as tools/start-up capital	
	Extent of child participation	•
	• Children could be asked to make submissions (highlighting their concerns, successes, challenges and recommendations on the way forward) to the VCLC during its regular meetings. The chairman of the VCLC could then communicate the committee's feed back within three weeks from the date the children made their submissions	
Achievement of objective targets	• Office (UTSP Management in Urambo) gets more involved in monitoring and evaluation of AP activities as well as IAs in the remaining half of the project life if the project is to adequately achieve its set objectives in a timely manner	• UTSP Management and ILO/IPEC
	• An assessment be undertaken at the end of the agricultural season (i.e. after crop sales) to ascertain additional household income accruing to farmers resulting from sunflower production as an IGA. This could be done through a simple household income survey	• UTSP Management with support from ILO/IPEC • IAs
	• A specific day of the month be agreed upon for holding IA meetings.	
Strengthening local partners/ institutions	• An impact assessment study of the oxenisation efforts by the two tobacco companies be undertaken in order to quantify the actual impact of this intervention, including: (i) the extent of reduction in CL usage by the households owning oxen as well as those hiring oxen; (ii) Increase in household income of households owning oxen as well as those hiring oxen (arising from increased quality and quantity due to increased transportation efficiency); (iii) incremental revenue to tobacco companies arising from increased quantity and quality per unit area. A local consultant could undertake such a study	• The two tobacco companies
Monitoring and Evaluation issues	• Action be undertaken to enhance ownership by IAs of TPRs and DBMR as their tools for improved implementation performance of their respective APs	• IAs, UTSP Management and ILO/IPEC Dar es Salaam and Geneva.
	• M&E be re-oriented to focus on impact assessment including that of IGAs.	

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Relevance		
Responsiveness to real needs and persistence of conditions that led to project to be designed	• Government takes leadership in fighting CL and its root cause, poverty. The other efforts being made by other stakeholders, including ECLT and ILO/IPEC through UTSP, should only be seen as supplementary to what government is doing • It is crucial, therefore, that government makes budgetary provisions for CL issues in all its critical ministries and departments dealing with CL issues, including those that are part of the DCLSC	• NISCC and PAC
Sustainability		
Sustainability efforts by the project	• Before any IGA is implemented in future, there should be a feasibility study aimed at assessing which IGAs are suitable and for which area. For agricultural related IGAs, there should be greater involvement of the agricultural staff at all levels of the IGA cycle, from identification, to appraisal, implementation and monitoring and evaluation	• UTSP Project Management
Sustainability efforts at the district level	• UTSP Management quickly provides the Urambo council all the information it needs to make an intelligent assessment and allocate an adequate amount of money for CL issues in its budget • Provincial and national level government machinery exert sustained pressure on the Urambo council to ensure the implementation of at least 10% allocation of all tobacco levies towards CL issues	• UTSP Management • NISCC, District Council
Sustainability efforts at community level	• District level stakeholders, particularly the IAs, the DCLSC and the UTSP Management step up sub-district level monitoring and backstopping	• IAs, DCLSC and UTSP Management

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ANNEX 8: References

No.   Description

1.   ILO/IPEC (July 2007): Combating Hazardous Child Labour in Tobacco Farming in Urambo (UTSP) Urambo District, Tanzania

2.   Tanzania ECLT (April 2008): Phase II Project Work Plan

3.   Juma M. Hango (March 2008): Child Labour in Urambo Tobacco Farms

4.   ILO/IPEC (March 2008): Technical Progress Report – (Tanzania)

5.   ILO/IPEC (Undated Project document): Elimination of Hazardous Child Labor in Tobacco Growing Areas – Tanzania – Urambo Tobacco Sector Project (UTSP) URT/06/02/ECT

6.   ILO/IPEC (December 2006): Towards sustainable action for prevention and elimination of child labour in tobacco farming in Urambo district Tanzania (URT/06/xx/ECT – Project Phase II Summary

7.   ILO/IPEC (Undated): Child Labour Book Series Three – Corporate Social Responsibility for Farmers – National Policy, Legislation and Strategies

8.   ILO/IPEC (Undated): Child Labour Book Series Three – Corporate Social Responsibility for Farmers – National Policy, Legislation and Strategies

9.   ILO/IPEC (Undated): Child Labour Book Series Three – Corporate Social Responsibility for Farmers – National Policy, Legislation and Strategies

10. ILO/IPEC (Undated): Child Labour Book Series Three – Corporate Social Responsibility for Farmers – National Policy, Legislation and Strategies

11. Voice of Tabora FM Stereo (Undated): Project Proposal for Elimination of Child Labout in Tobacco Farms in Tabora Region (Urambo District)

12. ILO/IPEC (July 2008): Towards sustainable Action for Prevention and Elimination of Child Labour in Tobacco Farming in Urambo District – Phase II,   Training Needs Assessment and Corporate Social Responsibility Report

13. ILO/IPEC (July 2008): Draft Comprehensive Training Guide on Prevention and Elimination of Child Labour to DCLC, VCLCs, Teachers/Educators and Councillors – Urambo Tobacco Sector Project

14. ILO/IPEC (July 2007): Final Report – Training Needs Assessment for District Child Labour Committee (DCLC) and Community Child Labour Committees (CCLC)

15. ILO/IPEC (July 2007): Final Report – Training Needs Assessment for District Child Labour Committee (DCLC) and Community Child Labour Committees (CCLC)

16. ILO/IPEC (September 2007 - February 2008): Technical Progress Report – (Tanzania)